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ABSTRACT

This information packet for those interested in promoting parent and family involvement in their children's schools opens with "A Quick Overview of Some Basic Resources." This section contains lists of 28 selected references, some research syntheses available from the Educational Resources Information Center (ERIC), and 10 Internet resources specializing in assistance related to parent involvement in schools. The packet also presents an example of a model program developed by James Comer and colleagues at the Yale Child Study Center. Some names from the consultant cadre of the Center for Mental Health in Schools are listed as resource persons. Also listed are a few other agencies that focus on parents and home involvement for immigrants, ethnic minorities, and the poor. An article by Howard S. Adelman, "Intervening To Enhance Home Involvement in Schooling" ("Intervention in School and Clinic," v29 n5 p276-87 May 1994), details types of home involvement in schooling and ways to implement this involvement effectively. A final section contains easy-to-use overviews, surveys, and sample forms as resource aids. (SLD)

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*From the Center's Clearinghouse ... **

An introductory packet on

Parent and Home Involvement in Schools

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
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TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

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*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the
auspices of the School Mental Health Project, Dept. of Psychology, UCLA, 405 Hilgard Ave.
Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634. Support comes in part from the
Department of Health and Human Services, Health Resources and Services Administration,
Maternal and Child Health Branch.



UD 032 649



UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS*

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: *To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.*

Through collaboration, the center will

- enhance practitioner roles, functions and competence
- interface with systemic reform movements to strengthen mental health in schools
- assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

Consultation Cadre

Newsletter

Electronic Networking

Guidebooks

Clearinghouse

National & Regional Meetings

Policy Analyses

Co-directors: Howard Adelman and Linda Taylor

Address: UCLA, Dept. of Psychology, 405 Hilgard Ave., Los Angeles, CA 90095-1563.

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Website: <http://smhp.psych.ucla.edu/>

*In 1996, two national training and technical assistance centers focused on mental health in schools were established with partial support from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. As indicated, one center is located at UCLA; the other is at the University of Maryland at Baltimore and can be contacted toll free at 1-(888) 706-0980.



What is the Center's Clearinghouse?

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; eventually it will be accessible electronically over the Internet.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets*, *Resource Aid Packets*, *special reports*, *guidebooks*, and *continuing education units*. These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools,
Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site

<http://smhp.psych.ucla.edu>

All materials from the Center's Clearinghouse are available for a minimal fee to cover the cost of copying, handling, and postage. Eventually, we plan to have some of this material and other Clearinghouse documents available, at no-cost, on-line for those with Internet access.

If you know of something we should have in the clearinghouse, let us know.



***For parent involvement initiatives to be successful,
they should be part of a contextually focused school
improvement process designed to create positive
relationships that support children's total development.***

James P. Comer and Norris M. Haynes

This introductory packet contains:

- A Quick Overview of Some Basic Resources.
 - Selected References
 - Internet Resources Specializing in Assistance
Related to Education, Parent Involvement and Schools
 - An Example of a Model Program
 - Some Names from Our Consultation Cadre
 - A Few Other Agencies that Specialize in Focusing on Parents and Home
Involvement related to Ethnic Minorities, Immigrants, and the Poor
- An Article by the Center's Co-Director entitled:
Intervening to Enhance Home Involvement in Schooling
- Resource Aids: Easy to use overviews and examples

Parent and Home Involvement in Schools:

Selected References

I. References that Provide a Broad Perspective

Improving Parent Involvement as School Reform: Rhetoric or Reality?

M.N. Bloch, B.R. Tabachnick, K.M. Borman, & N.P. Greenman (1994). In: *Changing American Education: Recapturing the past or Inventing the Future?* Albany, NY: State University of New York Press. pp. 261-293.

Parent Involvement and School Responsiveness: Facilitating the Home-school Connection in School of Choice.

P.A. Bauch, & E.B. Goldring, (1995). *Educational Evaluation & Policy Analysis*, 17, 1-21.

Contextual Barriers to Collaboration.

L.P. Ware. (1994). *Journal of Educational & Psychological Consultation*, 5, 339-357. .

Home and School: the Unresolved Relationship.

B.T. Bowman (1994). In *Putting Families First: America's Family Support Movement and the Challenge of Change*. San Francisco, CA. Jossey-Bass Inc., Publishers, pp. 51-72.

Families and Schools: What Is the Role of the School Psychologist?

S.L. Christenson (1995). *School Psychology Quarterly*, 10, 118-132.

Parent Involvement in Schools: an Ecological Approach.

J.P. Comer & N.M. Haynes (1991). *Elementary School Journal*, 91, 271-277.

School/Family/Community Partnerships: Caring for the Children We Share.

J.L. Epstein (1995). *Phi Delta Kappan*, 701-712.

Parents and School Partnerships.

L.J. Connors & J.L. Epstein (1995). In: *Handbook of Parenting*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., pp. 437-458.

Intervening to Enhance Home Involvement in Schooling.

H.S. Adelman (1994). *Intervention in School and Clinic*, 29, 276-287.

Empowering Parents is Mining Diamonds in the Rough.

T. Bowman (1996). *Parents Leading the Way*, 15, 27-28. Family Resource Coalition. (To order call (312) 341-0900)

A New Generation of Evidence: The Family is Critical to Student Achievement.

A. T. Henderson & N. Berla (1994). *National Committee for Citizens in Education*. (\$14.95 Prepaid - To order call (703) 359-8973)

Home/School/Community Involvement.

L. E. Decker and V. A. Decker (1988). *American Association of School Administrators*. (\$15.55 - To order call (301) 617-7802)

Preparing Teachers To Involve Parents: A National Survey of Teacher Education Programs.
A. Shartrand, H. Kreider, and M. Erickson-Warfield. *Harvard Family Research Project*.
(To order copies call (617) 495-9108)

Essential Allies.

Institute for Family-Centered Care. (To order a copy call (301) 652-0281)

II. Specific Topics

Boosting Homework: A Video Tape Link Between Families and Schools.

M.S. Forgatch & E. Ramsey (1994). *School Psychology Review*, 23, 472-484.

Grandparent Volunteers in the School: Building a Partnership.

R.D. Strom, & S.K. Strom. (1994). *Journal of Instructional Psychology*, 21, 329-339.

Restructuring Parent-Teacher Organizations to Increase Parental Influence on the

Educational Process. T.R. Radd. (1993). *Elementary School Guidance & Counseling*,
Special Issue: Parents, Families and Schools, 27, 280-287.

Toward a Grounded Theory of Parent Preschool Involvement.

A.J. Petrie, & I.F. Davidson. (1995). *Early Child Development & Care*, *Special Issue: Focus on Caregivers*, 111, 5-17.

Perspectives and Previews on Research and Policy for School, Family, and Community Partnerships.

J.L. Epstein (1996). In A. Bouth & J.F. Dunn (Eds.). *Family-School Links: How Do They Select Educational Outcomes?* Mahway, NJ: Lawrence Erlbaum Associates.

Parent-School Involvement During the Early Adolescent Years.

J. S. Eccles, & R.D. Harold (1993). *Teachers College Record*, 94, 568-587.

School Programs and Teacher Practices of Parent Involvement in Inner-city Elementary and Middle Schools. J.L. Epstein, & S.L. Dauber. (1991). *Elementary School Journal*,
Special Issue: Educational Partnerships: Home-School-Community, 91, 289-305.

Choice, Empowerment and Involvement: What Satisfies Parents?

E.B. Goldring, R. Shapira. (1993). *Educational Evaluation & Policy Analysis*, 15, 396-409.

III. Involving Minority Families

Empowerment in Carpinteria: A Five-year Study of Family, School, and Community

Relationships. C. Delgado-Gaitan. (1994). Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students. Rpt n49, i-13.

Involving Parents in the Schools: A Process of Empowerment.

C. Delgado-Gaitan. (1991). *American Journal of Education*, 100, 20-46.

American Families: Issues and Ethnicity.

C.K. Jacobson (Ed.). New York: Garland Publishing, Inc., 1995.

A Historical Comparison of Parental Involvement of Three Generations of Japanese Americans (Isseis, Niseis, Sanseis) in the Education of Their Children.

A.R. Shoho. (1994). *Journal of Applied Developmental Psychology*, 15, 305-311

Santo Domingo School: A Rural Schoolwide Project Success.

M.R. De Baca, C. Rinaldi, S.H. Billig, H. Shelley, & M. Beatriz. (1991).
Educational Evaluation & Policy Analysis, 13, 363-368

Working with Culturally Different Families.

D.P. Flanagan, & A.H. Miranda. (1995). In A. Thomas, & J. Grimes, (Eds.).
Best Practices in School Psychology - III. Washington, DC: National
Association of School Psychologists.

IV. Brief Research Syntheses Available from the ERIC Clearinghouses.

The following documents are available in libraries, over the Internet, or directly from the Educational Resources Information Center (ERIC) by phone, 1-800-LET-ERIC.

For information on searching for and accessing ERIC documents over the Internet, see the Internet Resources section of this introductory packet.

The following is a brief sampling of ERIC Digests (research syntheses) on the topic of parent involvement in schools.

An example of a complete digest is at the end of this sample packet.

- | | |
|-----------------|---|
| ED358198 (1993) | Building a Successful Parent Center in an Urban School |
| ED351149 (1992) | Teacher-Parent Partnerships. |
| ED363679 (1993) | The Comer School Development Program. Education Research Consumer Guide, Number 6 |
| ED342463 (1991) | Planning for Parent Participation in Schools for Young Children. |
| ED380240 (1995) | Family Involvement in Early Multicultural Learning. |
| ED328644 (1990) | Meeting the Educational Needs of Southeast Asian Children. |
| ED355197 (1993) | Integrated Services: New Roles for Schools, New Challenges for Teacher Education. |
| ED350380 (1992) | Increasing the School Involvement of Hispanic Parents. |

Internet Resources Specializing in Assistance Related to Home Involvement

The following pages are taken from the Internet and are meant to highlight for you premier resources providing information and program descriptions.

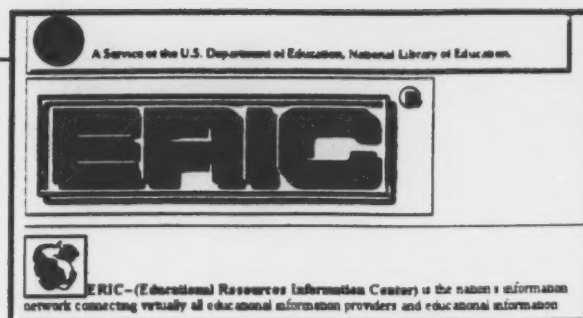
Included is a description of AskERIC, an internet-based resource service that provides a full range of information related to parenting, teaching and education in general.

Also included are web pages from the National Parent Information Network. These pages describe the network's resources and how to access them.

Internet Sites Relevant to Home Involvement

- **Family Involvement Partnership for Learning**
<http://www.ed.gov/PFIE/index.html>
Department of Education's online resource on creating school and home partnerships.
- **Reaching All Families: Creating Family-Friendly Schools**
<http://www.ed.gov/pubs/ReachFam/> is a government booklet, which presents accumulated knowledge and fresh ideas on school outreach strategies.
- **National Parent Information Network (NPIN)**
[Http://www.ericps.ed.uiuc.edu/npin.npinhome.html](http://www.ericps.ed.uiuc.edu/npin.npinhome.html)
The purpose of NPIN is to provide information to parents and those who work with parents and to foster the exchange of parenting materials, numerous great links here including to Parents AskERIC.
- **Urban/Minority Families**
<http://www.eric-web.tc.columbia.edu/families/>
Links to publications, digests, and parent guides relevant to parent, school, and community collaborations which support diverse learners in urban settings.
- **Connecting the Home, School, and Community**
<http://www.sedl.org:80/hscp/welcome.html>
This page developed and maintained by the Southwest Educational Development Laboratory. Provides downloadable guidebooks for bringing educators, parents, and the community together to forge ongoing, comprehensive collaborations.
- **Children First: The Website of the National PTA**
<http://www.pta.org/issues/ldwk117-18.htm>
The National PTA is the oldest and largest volunteer association in the United States working exclusively on behalf of children and youth. The PTA is created to support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children; to assist parents in developing the skills they need to raise and protect their children; and to encourage parent and public involvement in the public schools of this nation. The website allows you to get information on annual conventions, periodical subscriptions, updates on legislative activity, PTA membership, links to other PTAs and children advocacy groups, as well as chats, bulletin boards, and more.

Online With ERIC



One of the great things about cyberspace is that the people who run the various sites create links with other sites, allowing you to go beyond the Gopher site or World Wide Web (WWW) page you start with. We hope you'll visit the following ERIC sites both for their own offerings and for the gateways they provide to other education resources.

AskERIC

The ERIC Clearinghouse on Information & Technology at Syracuse University manages AskERIC, an Internet-based service that provides a full range of education information to teacher educators, teachers, students, librarians, counselors, administrators, parents, and others. AskERIC offers:

- A question-answering service.
- The AskERIC Virtual Library, and
- Internet access to the ERIC database.

If you have an education-related question, send it via e-mail to askeric@ericir.syr.edu. You'll receive an e-mail response in approximately 48 hours. Depending on the nature of your question, you might receive the full text of one or more research summaries called ERIC Digests, the results of a short ERIC database search, or the addresses of relevant Internet Gopher sites and listservs.

Through the AskERIC Virtual Library, you can find InfoGuides and database searches on key education topics; the full text of lesson plans, research summaries, and other resources; and gateways to other education-related Internet sites. To use the AskERIC Virtual Library, gopher or telnet to ericir.syr.edu. If you have Lynx, Mosaic, or another WWW browser, open the URL and connect to <http://ericir.syr.edu>.

AskERIC also provides public access to the ERIC database with search capability. The URL is <http://ericir.syr.edu/ERIC/eric.html>. You can also telnet to ericir.syr.edu. Log in as "Gopher," hit Return/Enter for the password, then follow the instructions.

National Parent Information Network

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign has created a WWW server on the Internet specifically devoted to child development, care, and education, and the parenting of children from birth through early adolescence. This National Parent Information Network (NPIN), cosponsored by the ERIC Clearinghouse on Urban Education at Columbia University, includes:

- Short articles from groups such as the National Urban League, the National PTA, and the Center for Early Adolescence;
- Discussion groups and forums on early childhood topics; and
- Parents AskERIC, a question-answering service for parents that taps the resources of the federally funded ERIC system.

To access NPIN, gopher to ericps.ed.uiuc.edu. If you have WWW access, open the URL and connect to <http://ericps.ed.uiuc.edu/npin/npinhome.html>. If you have e-mail capabilities, you can send your questions about early childhood and elementary topics to Parents AskERIC at askeece@uiuc.edu.

Other ERIC Gopher/WWW Sites

All ERIC components have e-mail addresses (listed on the inside back cover) for routine correspondence. The following components also offer online services.

ACCESS ERIC (for general information about the ERIC system and links to all other ERIC sites)

Gopher: aspensys.aspensys.com, Education and Training Division

URL: <http://www.aspensys.com/eric2/welcome.html>

Adjunct ERIC Clearinghouse for Art Education

URL: <http://www.indiana.edu/~ssdc/art.html>

Adjunct ERIC Clearinghouse for Child Care

URL: <http://ericps.ed.uiuc.edu/nccic/nccichome.html>



NPIN

National Parent Information Network



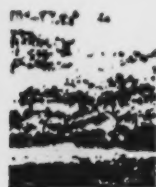
Clearinghouse on Elementary and
Early Childhood Education
Clearinghouse on Urban Education

Welcome to the National Parent Information Network

- ☐ About the National Parent Information Network
 - ☐ Parent News (Updated Monthly)
 - ☐ Urban/Minority Families
 - ☐ Parents AskERIC
 - ☐ PARENTING Discussion List
 - ☐ Resources for Parents
 - ☐ Resources for Those Who Work with Parents
 - ☐ ERIC Information and Materials
 - ☐ Internet Resources for Parents and Those Who Work with Parents
-



NPIN has Been Rated in The Top 5% of All Websites by
Point Communications



NPIN

National Parent Information Network

What Is the National Parent Information Network?

The National Parent Information Network (NPIN) is a project sponsored by two ERIC clearinghouses: the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University, New York City; and the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana-Champaign; all other ERIC system components are also contributors and participants. Collaborating organizations, which provide information resources and promote use of the NPIN among their constituencies, include the National Urban League and the Illinois Parent Initiative, the North Central Regional Educational Laboratory, the National PTA, and the Family Literacy Center at Indiana University.

The purpose of NPIN is to provide information and communications capabilities to parents and those who work with parents. Materials included full text here have been reviewed by persons outside the ERIC system for reliability and usefulness. Publications, brochures, and other materials that are merely listed here have not been reviewed and are included for informational purposes only.

How You Can Be Part of NPIN

If you are a parent, you are already part of NPIN! Enjoy the information in the **Resources for Parents** section, try out the **Parents AskERIC** question-answering service, and let other parents know about the resources here. If you have suggestions about features we might add, topics that you wish you could find information on, or improvements we might make in NPIN, please let us know by calling, writing to, or e-mailing to one of the toll-free telephone numbers, postal addresses, or e-mail addresses listed below.

If you are a parent educator or someone else who works with parents, we welcome your suggestions and comments, too; contact us using our 800 numbers, postal addresses, or e-mail addresses. If you know of another site that would benefit from using the National Parent Information Network, please call and discuss it with us, or have someone at that site get in touch with us.

For More Information

The National Parent Information Network is currently seeking funding from foundations, corporations, and other sources to expand its services. A 2-page Prospectus for the project and other information on the NPIN is available by contacting either of the ERIC Clearinghouses listed below.

Dianne Rothenberg
ERIC/EECE

Urban/Minority Families

This section of UEweb is a part of the National Parent Information Network

Special Publications

Guest publications about issues important to urban and minority families.

- ☐ **School-Linked Comprehensive Services for Children and Families: What We Know and What We Need to Know**. This 125-page book identifies a research and practice agenda on school-linked, comprehensive services for children and families created by a meeting of researchers/evaluators, service providers, family members and representatives from other Federal agencies. It summarizes the proceedings from a 1994 conference sponsored by the Office of Educational Research and Improvement (OERI) and the American Association of Educational Researchers (AERA). 1995.
- ☐ **Hand in Hand: How Nine Urban Schools Work With Families and Community Services**. A book that provides support for educators, parents, and community representatives working to integrate social services in their schools. Published by the Regional Laboratory for Educational Improvement of the Northeast and Islands. 1995.
- ☐ **Preparing Your Child for College: A Resource Book for Parents**. A publication written by Elizabeth Eisner and Valentina K. Tikoff of the U.S. Department of Education that explains the benefits of a college education and how families can put college within reach academically and financially. 1995.
- ☐ **Strong Families, Strong Schools**. A handbook for strengthening families, along with supporting research, by the U.S. Department of Education. 1994.
- ☐ **Please Come to Open School Week**. A short guide from the United Federation of Teachers designed to help parents make the most of a visit to their child's school. 1994.
- ☐ **Together We Can**. A guide for crafting a profamily system of education and human services by Atelia I. Melaville, Center for the Study of Social Policy and Martin J. Blank, Institute for Educational Leadership, with Gelareh Asayesh. Published by the U.S. Department of Education and the U.S. Department of Health and Human Services. 1993.
- ☐ **New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents**. Daniel R. Scheinfeld, Erikson Institute for Advanced Study in Child Development. Published by International Catholic Child Bureau. 1993.
- ☐ **What Students Need to Know**. A manual for parents on how they can help with their children's schooling, by the National Urban League and The College Board. 1989.

ERIC/CUE DIGESTS

Reviews of educational publications about urban families.

- ☐ Beyond Culture: Communicating with Asian American Children and Families. 1993.
- ☐ Building a Successful Parent Center in an Urban School. 1993.
- ☐ Helping Young, Urban Parents Educate Themselves and Their Children. 1992.
- ☐ Increasing the School Involvement of Hispanic Parents. 1992.

ERIC/CUE PARENT GUIDES

Short articles addressed to parents about their children's schooling.

- ☐ New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. 1995.
- ☐ A Guide to Community Programs to Prevent Youth Violence. 1995.
- ☐ How to Help Your Child Avoid Violent Conflicts. 1995.
- ☐ How to Prepare Your Children for Work. 1995.
- ☐ A Guide to Promoting Children's Education in Homeless Families. 1995.
- ☐ A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. 1994.
- ☐ A Guide to Communicating with Asian Families. 1994.
- ☐ A Guide to Computer Learning in Your Child's School. 1994.
- ☐ A Guide to Assessing and Placing Language Minority Students. 1994.
- ☐ Will a Focus School Meet the Needs of Your Child? 1994.
- ☐ A Community Guide to Multicultural Education Programs. 1994.
- ☐ A Guide to Teaching English and Science Together. 1994.
- ☐ How to Promote the Science and Mathematics Achievement of Females and Minorities. 1994.

ANNOTATED BIBLIOGRAPHIES

Annotated bibliographies about urban families.

- ☐ School Choice Concerns of Urban Families. 1995.
- ☐ Parent Support for Preventing At-Risk Behavior by Urban Adolescents. 1995.
- ☐ Parenting Programs for Teenage Mothers. 1993.
- ☐ Parenting and Teenage Fathers. 1993.
- ☐ Parent Involvement of At-Risk Students. 1993.
- ☐ Services and Programs to Increase Family Involvement and Support. 1990.
- ☐ Parent Involvement in Urban Schools. 1989.
- ☐ Family Involvement in Asian/Pacific American Education. 1988.

Reference Gems

Including summaries of outstanding publications and publication announcements.

Other Internet Resources for Urban/Minority Families

An Example of One Model Program for Fostering Parent and Home Involvement in Schools

School Development Program

One of the most frequently cited programs for enhancing parent involvement in schools was developed by James Comer and colleagues of the Yale Child Study Center. The model was designed with special attention to child development considerations, relationship and systems theory, and the promotion and enrichment of the relationships among all school stakeholders (e.g., parents, students, staff and administrators). In this respect, a fundamental premise is that, for a parent involvement initiative to succeed, the school's ecology must foster positive, supportive, and communicative relationships among all stakeholders. (Traditional bureaucratic environments -- that is those that do not have a collaborative organizational structure, are viewed as having structural, systemic barriers that interfere with significant parental involvement.)

The program includes three main components:

1. *A School Planning and Management Team:* The purpose of the team is to develop a plan that focuses on the instructional program and school climate. The team is critical to the success of the overall program because it facilitates communication among all stakeholders, establishes a sense of direction and focus for the school, and enhances feelings of ownership on the part of all stakeholders.
2. *A Mental Health Team:* This team meets to address the behavioral and developmental needs of students. The team serves as a mechanism for sharing knowledge about child development and about relationships with classroom teachers and administrators. It ultimately serves to reduce conflict by increasing sensitivity to issues concerning child development and relationships.
3. *A Parent Program:* This is the key parent involvement component, although its success is highly dependent on the existence of the other two components. The distinctive features of the program are: (a) it provides for involvement of parents at a range of levels of responsibility and enables parents to participate comfortably and (b) it "is implemented within the broader context of improved relationships among the significant adults in the lives of the children" (Comer & Haynes, 1991).

See Comer, J.P., & Haynes, N.M. (1991). Parent involvement in schools: An ecological approach. *The Elementary School Journal*, 91, 271-277.

Parent and Home Involvement Consultation Cadre List:

Note: Listing is alphabetized by Region and State as an aid so you can find and network with resources closest to you.

Our list of professionals is growing daily. Here are a few names as a beginning aid.

Central States

Iowa

Phillip Mann
Director
Seashore Psychology Clinic
Department of Psychology, E11SH, University of
Iowa
Iowa City, IA 52242
Phone: 319/335-2468
Fax: 319/335-0191
Email: philip-mann@uiowa.edu

Raymond Morley
Education Services for Children, Family, &
Community
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Phone: 515/281-3966
Email: rmorley@max.state.ia.us

Janet R. Scurr
At-Risk Coordinator
East Marshall Schools
201 N. Franklin
Le Grand, IA 50142
Phone: 515/479-2785

Pamela Tekippe
Clinical Social Worker
Mental Health Clinic of Tama Co.
1309 S. Broadway
Toledo, IA 52342
Phone: 515/484-5234
Fax: 515/484-5632

Illinois

Thom Moore
Director Psych. Service Center
University of Illinois
Department of Psychology
Champaign, IL 61821
Phone: 217/333-0041
Fax: 217/333-0064

Indiana

Susan Johnson
Clinic Social Worker
Tech. Teen Clinic of Health Net Inc.
1500 E. Michigan Street
Room 120
Indianapolis, IN 46201
Phone: 317/226-3929

Michigan

Osvaldo Rivera
Director, Fam. Coun.; Comm. MH Services
Arab Community Center for Economic and Social
Services (ACCESS)
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Two Agencies that Focus on Ethnic Minorities, Immigrants and the Poor

Listed below are two agencies that specialize in focusing on Ethnic Minorities, Immigrants and the Poor. Each of these agencies has published documents of relevance to involving minority families in the schools of their children.

(1) *National Coalition of Advocates for Students* is a nationwide network of child advocacy organizations that work to improve access to quality public education for children of greatest need. Among their publications that are relevant to involving minority families in schools are:

- (a) *New Voices: Immigrant Students in U.S. Public Schools*
- (b) *Immigrant Students: Their Legal Right of Access to Public Schools*
- (c) *The Good Common School: Making the Vision Work for All Children*

Copies may be ordered from: The National Coalition
of Advocates for Students
100 Boylston Street
Suite 737
Boston, MA 02116

(2) *California Tomorrow* focuses on racial, cultural and linguistic diversity in California through policy research, advocacy, media outreach and technical assistance. Among its publications are:

- (a) *The Unfinished Journey: Restructuring Schools in a Diverse Society.* This publication includes a chapter titled: The Involvement of Parents, Families and Caregivers in Restructuring Schools.
- (b) *Crossing the Schoolhouse Border: Immigrant Students in the California Public Schools.*

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Intervening to Enhance Home Involvement in Schooling

Details types of home involvement in schooling and ways to effectively implement this involvement for populations that need systematic outreach and ongoing encouragement

By Howard S. Adelman

Home involvement in schools is a prominent item on the education reform agenda in the 1990s. Such involvement is especially important when students have learning and behavior problems. Of course, home involvement is not a new concern. As Davies (1987) has reminded us, the "questions and conflict about parent and community relationships to schools began in this country when schools began" (p. 147).

Review of the literature indicates widespread endorsement of home involvement. (Besides the citations provided throughout this article, a survey of other work is appended in the section entitled "Bibliography.") As Epstein (1987) noted, "research findings accumulated over two decades . . . show that . . . parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account" (pp. 119-120).

In special education, long-standing views about the importance of home involvement have been translated into law—most recently in the family focus prescribed in P.L. 99-457. Legislated mandates, however, are no guarantee of effective practice (Bailey, Buysse, Edmondson, & Smith, 1992; Dunst, Johanson, Trivette, & Hamby, 1991; Harry, 1992).

Some families are quite receptive to efforts to involve them in schools and schooling. The focus of the following discussion is not on this relatively small group. Our interest is in populations where systematic outreach and ongoing encouragement are essential to establishing and maintaining involvement. Efforts to involve such populations raise all the issues and problems associated with intervening with reluctant individuals.

A review of the home involvement literature provides a foundation for improving intervention. In exploring central concepts, concerns, and strategies, the present article builds on this literature and on intervention research, in which I am involved (Adelman & Tay-

lor, 1990, 1992a, 1992b, 1993). Specifically discussed are (a) types of home involvement, (b) barriers to involvement, (c) intervention agendas, and (d) a framework outlining sequential intervention phases and tasks (See Note).

Types of Involvement

Various categorizations of home involvement in schooling have been formulated (Anderson, 1983; Conoley, 1987; Davies, 1987; Epstein, 1987, 1988; Jackson & Cooper, 1989; Loven, 1978). For example, Epstein (1988) described five types of parent-school involvement:

1. *Basic obligations of parents to children and school* (e.g., providing food, clothing, shelter; assuring health and safety; providing childrearing and home training; providing school supplies and a place for doing schoolwork; building positive home conditions for learning);

2. *Basic obligations of school to children and family* (e.g., using a vari-

ety of communication methods to inform parents about school schedules, events, policies, children's grades, test scores, and daily performance; treating children justly and effectively—including accounting for differences);

3. *Parent involvement at school* (e.g., assisting teachers and students with lessons and class trips; assisting administrators, teachers, and staff in cafeteria, library, and computer lab; assisting organized parent groups in fund-raising, community relations, political awareness, and program development; attending student assemblies and sports events; attending workshops, discussion groups, and training sessions);

4. *Parent involvement in student learning at home* (e.g., contributing to development of child's social and personal skills, basic academic skills, and advanced skills by aiding with schoolwork; providing enrichment opportunities; and monitoring progress and problems); and

5. *Parent involvement in governance and advocacy* (e.g., participating in decision-making groups; advocating for improved schooling).

Davies (1987) has identified four types of parent-school involvement and extends the nature and scope of home involvement as follows:

1. *Coproduction or partnership* (individual and collective activities in school or at home that contribute to school efforts to teach more effectively, such as tutoring programs, homework hotlines, suggestions as to how to reinforce classroom efforts, parent education about what the school is trying to do, home visitor programs, and parent volunteers to assist teachers);

2. *Decision making* (ranging from parent participation in decisions about the child to involvement in system planning, such as setting policies, assessing schools, and deciding about budgeting, curriculum, and personnel);

3. *Citizen advocacy* (e.g., case, class, political advocacy; citizen organizations to build public support for schools);

4. *Parent choice* (e.g., involvement in selecting the child's school).

Jackson and Cooper (1989) also extended the conceptualization of types of involvement by adding two categories to Epstein's five. The sixth type, *parent decision making* (consumer activities), expands Davies' category of "parent choice" to a broader consumer role (e.g., parent awareness of the marketplace of available educational choices to make the best feasible arrangements to ensure their child's success). Their seventh category, *parent*

community networks, attempts to cover a variety of involvements related to using "the unique culture of the local parent community to help all parties concerned" (p. 264). In this category, they include schools as places for parents to congregate and solve problems, activities that improve parents' skills, schooling that builds on parents' cultural traditions, and networking relevant to parent agendas.

Existing categorizations provide a starting point for labeling clusters of activity, and they help highlight differences in the nature of home involvement. Because my colleagues and I approach intervention from a transactional perspective (see Adelman & Taylor, 1993), we think it important to differentiate types of home involvement in terms of whether the focus is on improving the functioning of individuals (student, parent-caretaker), the system (classroom, school, district), or both. And, with respect to individual functioning, it seems worth distinguishing home involvement designed mainly to facilitate schooling from involvement intended primarily to help parents-caretakers per se. To these ends, we use a six-category continuum (see Figure 1). At one end, the focus is on using home involvement to improve individual functioning of the student, the caretaker, or both; at the

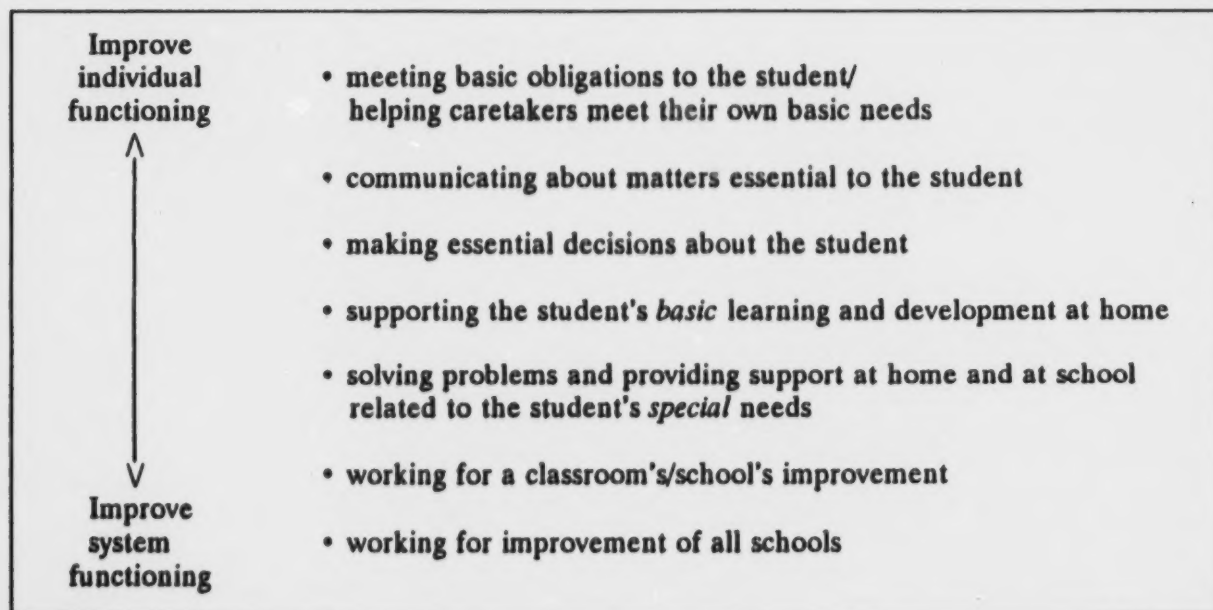


Figure 1. Establishment of specific ways to involve the home.

other end, the aim is to use involvement to improve the system.

Even though the categories are not discrete, the various schemes illustrated in Figure 1 are an obvious aid in (a) delineating the range of ways homes can be involved and (b) analyzing key differences in the nature of the activity. Thus, these schemes are useful for both research and practice. It is important, however, to remember that categorization of types does not adequately highlight other significant differences. For example, parents who help with homework or who participate in decision making differ in the degree and quality of their involvement; ensuing benefits and costs also differ. In thinking about home involvement, therefore, at least four other dimensions are relevant, namely, frequency, level, quality, and impact (positive and negative) of involvement.

Barriers to Involvement

In addition to addressing types of involvement, interventions must deal with barriers to involvement. Research on barriers has explored a narrowly conceived set of variables and, in doing so, has focused on the participation of special subgroups such as parents from lower socioeconomic and ethnic minority backgrounds and parents of special education students. The result is that a variety of familial, cultural, racial, job, social class, communication, and school personnel attitude factors have been implicated (e.g., Becker & Epstein, 1982; Chavkin & Williams, 1989; Comer, 1988; Davies, 1988; Epstein, 1986, 1987; Epstein & Becker, 1982; Klimes-Dougan, Lopez, Adelman, & Nelson, 1992; Lopez, 1992; Lynch & Stein, 1987; Mannan & Blackwell, 1992; Pennekamp & Freeman, 1988; Stevenson, Chen, & Uttal, 1990;

Tangri & Leitch, 1982). However, because the studies are correlational, causal relationships have not been established. Furthermore, within-group variations are rarely explored.

In an effort to broaden the focus, intervention specialists can categorize barriers with respect to type and form. That is, these barriers can be grouped into three types: institutional, personal, and impersonal. In addition, their form can be characterized in terms of negative attitudes, lack of mechanisms/skills, or practical deterrents—*including lack of resources*. Figure 2 underscores the interacting nature of types and forms of barriers.

A few words will help clarify the categories. Institutional barriers stem from deficiencies related to resource availability (money, space, time) and administrative use of what is available. Deficient use of resources includes

FORMS OF BARRIERS

		Negative Attitudes	Lack of Mechanisms/ Skills	Practical Deterrents
T Y P E S O F B A R R I E R S	Institutional	e.g., school administration is hostile toward increasing home involvement	e.g., insufficient staff assigned to planning and implementing ways to enhance home involvement; no more than a token effort to accommodate different languages	e.g., low priority given to home involvement in allocating resources such as space, time, and money
	Impersonal	e.g., home involvement suffers from benign neglect	e.g., rapid influx of immigrant families overwhelms school's ability to communicate and provide relevant home involvement activities	e.g., school lacks resources; majority in home have problems related to work schedules, childcare, transportation
	Personal	e.g., specific teachers and parents feel home involvement is not worth the effort or feel threatened by such involvement	e.g., specific teachers and parents lack relevant language and interpersonal skills	e.g., specific teachers and parents are too busy or lack resources

Figure 2. General types and forms of barriers to home involvement.

failure to establish and maintain formal home involvement mechanisms and related skills. It also encompasses general lack of interest or hostile attitudes toward home involvement among school staff, the administration, or the community. Instances of deficient use of resources occur when there is no policy commitment to facilitating home involvement, when inadequate provisions are made for interacting with parents who don't speak English, or when no resources are devoted to upgrading the skills of staff with respect to involving parents.

Similar barriers occur on a more personal level. Specific school personnel or parents may lack requisite skills or find participation uncomfortable because it demands their time and other resources. Others may lack interest or feel hostile toward home involvement. For instance, any given teacher or parent may feel it is too much of an added burden to meet to discuss student problems. Others may feel threatened because they think they can't make the necessary interpersonal connections due to racial, cultural, and/or language differences. Still others do not perceive available activities as worth their time and effort.

Impersonal barriers to home and staff participation are commonplace and rather obvious. For example, there can be practical problems related to work schedules, transportation, and childcare. There can also be skill deficiencies related to cultural differences and levels of literacy. There may be lack of interest due to insufficient information about the importance of home involvement.

Overcoming barriers, of course, is a primary intervention concern. And, when there are inadequate finances to underwrite ways to overcome barriers, finding the resources becomes the first barrier that must be overcome.

Whose Interests Are to Be Served? Agendas for Involving the Home

As the preceding discussion highlights, understanding types of and barriers to involvement provides a helpful foundation for planning and implementing ways to enhance that involvement. Another essential perspective comes from awareness of contrasting and often conflicting intervention agendas.

Different rationales underlie interventions for involving the home. Most reflect society's agendas, and these often come into conflict with agendas aimed at helping those with special needs. At the root of the matter are age-old social and political concerns related to inevitable conflicts between individual and societal interests.

All intentional interventions are rationally based. That is, underlying such activity there is a rationale—whether or not it is explicitly stated. A rationale consists of views derived from philosophical, theoretical, empirical, and legal sources. Or, stated more boldly, underlying rationales consist of biases that guide and shape intervention aims and practices. Because of potential conflicts of interest, it is essential that the biases incorporated into an intervention rationale be clearly articulated and debated.

The problem of conflicting interests is reflected in the extensive concern raised about society's ability to exercise control through agendas for psychological and educational interventions (e.g., Adelman & Taylor, 1988; Coles, 1978; Feinberg, 1973; Garbarino, Gaboury, Long, Grandjean, & Asp, 1982; Hobbs, 1975; Mnookin, 1985; Robinson, 1974). At one extreme, it is argued that there are times when society must put its needs ahead of individual citizens' rights by pursuing policies and practices for maintaining itself. This is seen, for example, whenever parents are compelled by school personnel to talk about facets of their family life or to participate in some aspect of their child's schooling. At the other extreme, it is argued that society should never jeopardize individuals' rights (e.g., invade privacy, use coercive procedures). For many persons, however, neither extreme is acceptable, especially given how they define what is in the best interests of individuals in the society.

Without agreeing or disagreeing with either extreme, the importance of the debate can be appreciated. Specifically, it serves to heighten awareness about three basic problems: (a) No society is devoid of coercion in dealing with its members (e.g., no right or liberty is absolute), and coercion is especially likely when interventions are justified as serving a minor's best interests; (b) interventions are used to serve the vested interests of subgroups in a society at the expense of other subgroups (e.g., to place extra burdens on minorities, the

poor, women, and legal minors and to deprive them of freedoms and rights); and (c) informed consent and due process of law are key to protecting individuals when there are conflicting interests (e.g., about whom or what should be blamed for a problem and be expected to carry the brunt of corrective measures). Awareness of these problems is essential to protect individuals and subgroups from abuse by those with power to exercise direct or indirect control over them.

Given the preceding context, different intentions underlying intervention for home involvement in schools and schooling are worth highlighting. Four broad agendas are contrasted here, namely, socialization, economic, political, and helping agendas.

A socialization agenda is seen in messages sent home and in school-based parent training. These are meant to influence parent-caretaker attitudes toward schooling and to socialize parenting practices in ways designed specifically to facilitate schooling. An economic agenda is intended to aid schooling by involving the home as a supplementary resource to compensate for budget limitations. A political agenda focuses on the role the home plays in making decisions about schools and schooling. A helping agenda establishes programs to aid individuals in pursuing their own needs. Clearly, these four agendas are not mutually exclusive, as will be evident in the following brief discussion of each.

Socialization Agenda

Schools are societal institutions with prime responsibilities for socializing the young, ensuring the society's economic survival through provision of an adequately equipped work force, and preserving the political system. In pursuing society's interest in socializing children, schools try to socialize parents, for instance, by influencing parent attitudes and parenting practices. This is seen in the widespread pressure exerted on parents to meet "basic obligations" and in the emphasis on parent "training."

Often, a school's agenda to socialize parents is quite compatible with the interests of parents and their children. For instance, schools and those at home want to minimize children's antisocial behavior and equip them with skills for the future. However, there are times when the school's so-

cialization agenda comes into conflict with the home's agenda with respect to meeting other basic obligations and needs, such as the obligation to avoid causing or exacerbating a problem. The sidebar contains a negative example from the author's work, which is offered to underscore the complexity of this concern (the names have been changed).

The case in the sidebar raises many issues. For example, involvement of the home in cases such as José's usually is justified by the school as "in the best interests of the student and the others in the class." However, clearly there are different ways to understand the causes of and appropriate responses to José's misbehavior. By way of contrast, another analysis might suggest that the problem lies in ill-conceived instructional practices and, therefore, might prescribe changing instruction rather than strategies focused on the misbehavior *per se*. Even given an evident need for home involvement, the way the mother was directed to deal with her son raises concerns about whether the processes were coercive. Questions also arise about social class and race. For example, if the family had come from a middle or higher income background, would the same procedures have been used in discussing the problem, exploring alternative ways to solve it, and involving the mother in parent training? In addition, there is concern that overemphasis in parent workshops on strategies for controlling children's behavior leads participants such as José's mother to pursue practices that often do not address children's needs and may seriously exacerbate problems.

Economic Agenda

Home involvement is a recognized way of supplementing school resources. The home may be asked to contribute money, labor, knowledge, skills, or talent. Controversy arises about this agenda due to concerns regarding fairness, as well as in connection with professional guild complaints and public funding considerations. For example, inequities among schools may be exacerbated because some schools can draw on the assets of higher income homes. Unions representing teachers and their assistants point to excessive use of parent and other volunteers as a factor affecting

job availability and wage negotiations. And, increasing reliance on ad hoc sources of public support is seen as potentially counterproductive to mobilizing citizens and policy makers to provide an appropriate base of funding for public education.

Political Agenda

Another reason for involving parents is related to the politics of school decision making. This agenda is seen in the trend toward parents assuming

some form of policy-making "partnership" with the school, such as joining advisory and decision-making councils. In some cases, the intent apparently is to move parents into an equal partnership with school decision makers; in other instances, the aim appears to be one of giving the illusion that parents have a say or even demonstrating that parents are uninterested or unable to make sound policy.

The case of the Head Start program illustrates politics and policy related to home involvement. As Valentine and

Conflict Between School and Home Agendas

José's family had come to the United States 4 years ago. His father worked as a gardener; his mother worked in the garment district. Neither parent was fluent in English; mother less so than father.

José's parents were called to school because of his misbehavior in the classroom. The teacher (who did not speak Spanish) informed them that she was having to use a range of behavioral management strategies to control José. However, for the strategies to really work, she said it also was important for the parents to use the same procedures at home. To learn these "parenting skills," the parents both were to attend one of the 6-week evening workshops the school was starting. They were assured that the workshop was free, was available in English or Spanish, and that there would be childcare at the school if they needed it.

After meeting with the teacher, José's father, who had reluctantly come to the conference, told his wife she should attend the workshop—but he would not. She understood that he saw it as her role—not his—but she was frightened; they fought about it. They had been fighting about a lot of things recently. In the end, she went, but her resentment toward her husband grew with every evening she had to attend the training sessions.

Over the next few months, the mother attempted to apply what she was told to do at the workshop. She withheld privileges and confined José to periods of time-out whenever he didn't toe the line. At the same time, she felt his conduct at home had not been and was not currently that bad—it was just the same spirited behavior his older brothers had shown at his age. Moreover, she knew he was upset by the increasingly frequent arguments she and her husband were having. She would have liked some help to know what to do about his and her own distress, but she didn't know how to get such help.

Instead of improving the situation, the control strategies seemed to make José more upset; he acted out more frequently and with escalating force. Soon, his mother found he would not listen to her and would run off when she tried to do what she had been told to do. She complained to her husband. He said it was her fault for pampering José. His solution was to beat the youngster.

To make matters worse, the teacher called to say she now felt that José should be taken to the doctor to determine whether he was hyperactive and in need of medication. This was too much for José's mother. She did not take him to the doctor, and she no longer responded to most calls and letters from the school.

José continued to be a problem at school and then at home, and his mother did not know what to do about it or who to turn to for help. When asked, José's teacher describes the parents as "hard to reach."

Stark (1979) indicated, parent involvement policy in Head Start developed around three notions: parent education, parent participation, and parent control. "These three constructs signify different dimensions of social change: individual change and institutional, or 'systems,' change" (p. 308). Initially, the goal was to use parent involvement to produce institutional change through either parent participation or parent control. Over time, this goal was displaced by individual change: "... national Head Start policy guidelines [in combination with local and federal initiatives to contain militancy] helped redirect parent involvement away from political organization toward a 'safe' combination of participatory decision-making and parent education" (p. 308).

Helping Agendas

Prevailing agendas for involving the home emphasize meeting societal and school needs (Clark, 1983; Coleman, 1987; Educational Commission of the States, 1988; Epstein & Becker, 1982). It is not surprising, therefore, that little attention has been paid to schools helping parents and caretakers meet their own needs. Schools do offer some activities, such as parent support groups and classes to teach parents English as a second language, that may help parents and contribute to their well-being (e.g., by improving parenting or literacy skills). However, the rationale for expending resources on these activities usually is that they enhance parents' ability to play a greater role in improving schooling.

It seems reasonable to suggest that another reason for involving parents is to support their efforts to improve the quality of their lives. Included here is the notion of the school providing a social setting for parents and, in the process, fostering a psychological sense of community (Sarason, 1972, 1982; see also Haynes, Comer, & Hamilton-Lee, 1989). This involves creation of a setting where parents, school staff, and students want to and are able to interact with each other in mutually beneficial ways that lead to a special feeling of connection. It also encompasses finding ways to account for and celebrate cultural and individual diversity in the school community.

To these ends, ways must be found to minimize transactions that make

parents feel incompetent, blamed, or coerced. Concomitantly, procedures and settings must be designed to foster informal encounters, provide information and learning opportunities, enable social interactions, facilitate access to sources of social support (including linkage to local social services), encourage participation in decision making, and so forth.

Examples abound. Parents might be encouraged to drop in, be volunteers, participate in publishing a community newsletter, organize social events such as breakfasts and potluck dinners for families of students and staff, plan and attend learning workshops, meet with the teacher to learn more about their child's curriculum and interests, help initiate parent support and mutual aid groups and other social networks, share their heritage and interests, check out books and attend story hours at the school's library, and go on field trips.

It should be reemphasized that the primary intent is to improve the quality of life for the participants—with any impact on schooling seen as a secondary gain. At the same time, moves toward fostering such a climate seem consistent with the effective school literature's focus on the importance of a school's climate, ethos, or culture (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Purkey & Smith, 1985; Rutter, 1981).

Approaching the topic from a special education orientation, Dunst et al. (1991) provided a good example of the concern about differing agendas in involving the home. In categorizing family-oriented intervention policies and practices, they contrasted those that are family-centered versus those that are not. For instance, they categorized the characteristics of family-oriented interventions in terms of six general emphases. Specifically, characteristics are differentiated with respect to a focus on (a) enhancing a sense of community, that is, "promoting the coming together of people around shared values and common needs in ways that create mutually beneficial interdependencies"; (b) mobilizing resources and supports, that is, "building support systems that enhance the flow of resources in ways that assist families with parenting responsibilities"; (c) sharing responsibility and collaboration, that is, "sharing ideas and skills by parents and professionals in

ways that build and strengthen collaborative arrangements"; (d) protecting family integrity, that is, "respecting the family beliefs and values and protecting the family from intrusion upon its beliefs by outsiders"; (e) strengthening family functioning, that is, "promoting the capabilities and competencies of families necessary to mobilize resources and perform parenting responsibilities in ways that have empowering consequences"; and (f) using proactive human service practices, that is, "adoption of consumer-driven human service-delivery models and practices that support and strengthen family functioning" (all quotes from p. 117). Based on a review of the ideas underlying existing programs, they suggested interventions can be differentiated into four general categories: (a) family centered, (b) family focused, (c) family allied, and (d) professional centered.

Given that interventions to enhance home involvement are a growth industry, the underlying rationales for such involvement warrant articulation and debate. It is hoped that the preceding discussion illustrates the need for extensive exploration of social and political ramifications and clarification of policy and intervention implications. (For related discussions, see Adelman & Taylor, 1988; Feinberg, 1973; Garbarino et al., 1982; Jackson & Cooper, 1989; Lareau, 1989; McLaughlin & Shields, 1987; Mnookin, 1985; Robinson, 1974; Seeley, 1989; Swap, 1990; Valentine & Stark, 1979; Walberg, 1984).

Intervention Phases and Tasks

Drawing on the preceding perspectives and our ongoing work, my colleagues and I are developing a framework for intervening to enhance home involvement in schools and schooling. We find it useful procedurally to think about such intervention as encompassing sets of sequential phases and tasks.

The concept of sequential phases is meant to capture the idea of starting with the best general practices and moving on to more specialized interventions as needed and as feasible. Thus, our three-phase sequence begins with a broadband focus. This involves general institutional procedures designed to recruit and facilitate participation of all who are ready, willing, and

able. Then, the focus narrows to those who need just a bit more personalized contact (e.g., personal letters, phone invitations, highlighted information, and/or contact and ongoing support from other parents) or a few more options to make participation more attractive. After this, to the degree feasible, the focus further narrows to parents or caretakers who remain uninvolved or difficult, such as those with an obvious lack of interest or intensely negative attitudes toward the school. The suggested strategies in these cases continue to emphasize personalized contacts, with the addition of as many cost-intensive special procedures as can be afforded.

Four tasks have been conceived to capture the sequence of intervention activity, which ranges from initial institutional organization for enhancing home involvement through ongoing strategies to sustain such involvement. These tasks are conceived as organizing the institution, extending invitations, early facilitation, and maintenance. Each is highlighted below.

Institutional Organization for Involvement

Currently, all school districts are committed to some form of home involvement. Unfortunately, limited finances often mean that verbal commitments are not backed up with the resources necessary to underwrite programs. Regardless of district support, if homes are to become significantly involved at a school, research and experience suggest the following: on-site decision makers must (a) be committed to involving those in the home; (b) be clear about specific intent; (c) offer a range of ways for individuals to be involved; (d) be clear about what is required in recruiting, initiating, and maintaining involvement; and (e) establish and institutionalize effective mechanisms dedicated to home involvement.

As a first step, schools must come to grips with why and how they want to enhance home involvement and the implications of doing so. For instance, it is essential to recognize that successful efforts to increase such involvement may trigger a series of changes in power relationships. If the school actually is ready to share power, a developmental process is required that fosters parent interest and the specific skills needed to assume and maintain

a decision-making partnership. If those with current responsibility for school and district governance are not prepared to share their power, then they probably should not describe their intent as that of creating a home-school partnership. The term *partnership* suggests that parents will have a major role to play in decision making, and this is not likely to happen when the school's intent is mainly to have parents rubber-stamp predefined objectives and processes.

On-site decision makers probably should write out their rationale for involving the home and outline a range of initial and future participation options. Such documents would be of value not only to program developers, but also to researchers and those concerned with public policy. These statements can be especially useful if they address such basic questions as the following: Is the intent just to use parents to facilitate school objectives, or will some activities be designed primarily to benefit parents (e.g., personal interest and support groups)? How much power should be ceded to parents? For instance, is the eventual intent to involve interested parents fully in decision-making councils?

Once a rationale and outline of options are clarified, the next crucial step is to establish institutional mechanisms for carrying out plans to enhance home involvement—including ways to overcome institutional barriers. Logically, a major focus is on mechanisms to recruit, train, and maintain a cadre of staff, and perhaps some parents, who have relevant interests and competence. Implied in all this is a lengthy commitment of significant resources.

Inviting Involvement

From the perspective of cognitive-affective theories of motivation, a key intervention concern is how those in the home perceive the school (Adelman, 1992; Deci & Ryan, 1985). Three concerns of particular importance with respect to involving the home are whether the general atmosphere at the school is perceived as a welcoming one, whether the school is perceived as specifically inviting involvement, and whether specific contacts are experienced as positive.

It is not uncommon for parents to feel unwelcome at school. The problem can begin with their first contact.

It apparently is a familiar experience to encounter school office staff and student assistants whose demeanor seems unfriendly. The problem may be compounded by language barriers that make communication frustrating.

Beyond contacts with office staff, many parents come to school mainly when they are called in to discuss their child's learning or behavior difficulties. It is hard for even the most determined school personnel to dispel the discomfort of parents during such discussions.

Parents who feel unwelcome or "called on the carpet" cannot be expected to view the school as an inviting setting. Schools that want to facilitate positive involvement must both counter factors that make the setting uninviting and develop ways to make it attractive to parents. We have come to think of this as the welcoming or invitation problem.

From a psychological perspective, the invitation problem is seen as requiring strategies that address the attitudes that school staff, students, and parents hold regarding home involvement. That is, in most cases, involvement probably is best facilitated when attitudes are positive rather than neutral or, worse yet, hostile. And, positive attitudes about home involvement seem most likely when those concerned perceive personal benefits as outweighing potential costs (psychological and tangible).

Addressing the invitation problem begins with efforts to ensure that most communications and interactions between school personnel and home convey a welcoming tone. It is reasonable to assume that a major way that a staff's attitude about home involvement is conveyed is through a school's formal communications with the home and the procedures used to reach out to specific individuals. In addition, informal interactions between personnel and parents can be expected to reinforce or counter the impact of formal contacts.

Based on these assumptions, a primary focus of interventions designed to address the invitation problem should be on establishing formal mechanisms that (a) convey a general sense of welcome to all parents and (b) extend a personalized invitation to those who appear to need something more. A few comments may help clarify the types of strategies that seem warranted.

General Welcoming. Schools tend to rely heavily on formal dialogues and written statements in interacting and communicating with parents. As immigrant populations increase, such processes are adapted to account at least for different languages. For example, attempts have been made to supply office staff with resources for communicating with non-English-speaking parents. Such resources might include providing welcoming messages and introductory information in various languages through (a) written materials; (b) a cadre of foreign language speakers who can be called upon when needed, such as on-site staff and students or district personnel and community volunteers reachable by phone; and (c) video and computer programs.

Efforts to account for language differences as well as differences in literacy when communicating with parents clearly are essential prerequisites to making the school inviting. At the same time, the specific information communicated needs to be expressed in ways that convey positive attitudes toward parents and toward home involvement with the school. More generally, some school staff may require specific training to appreciate the importance of positive formal and informal interactions with parents and caretakers and how to maintain those interactions.

A special welcoming problem arises around newly enrolled students and their families, especially those students who enroll during the school year. Schools need to delineate steps for greeting new families, giving them essential orientation information, and encouraging involvement in ongoing activities. Such steps might include a Welcome Packet for Newcomers and introductory conferences with the principal, the student's teacher, other staff resources, and parent representatives—with the emphases both on welcoming and involving them.

Special Invitations. Invitations to the home come in two forms: (a) general communications such as mass distribution of flyers, newsletters, classroom announcements, and form letters, and (b) special, personalized contacts such as personal notes from the teacher, invitations a student makes and takes home, and interchanges at school, over the phone, or

during a home visit. Parents who fail to respond to repeated general invitations to become involved may not appreciate what is available. Or, there may be obstacles to their involvement. Whatever the reasons, the next logical step is to extend the special invitations and increase personalized contact.

Special invitations can range from simple approaches, such as a note or a call, to cost-intensive processes, such as a home visit. These are directed at designated individuals and are intended to overcome personal attitudinal barriers; they can also be used to elicit information about persisting personal and impersonal barriers. For example, one simple approach is to send a *personal* request to targeted parents. The request may invite them to a specific event such as a parent-teacher conference, a school performance involving their child, a parenting workshop, or a parent support group. Or it may ask for greater involvement at home to facilitate their child's learning, such as providing enrichment opportunities or basic help with homework. If the parents still are not responsive, the next special invitation might include an RSVP and ask for an indication of any obstacles interfering with involvement.

When those at home indicate obstacles, the problem moves beyond invitations. Overcoming personal and impersonal barriers requires facilitative strategies.

Facilitating Early Involvement

As with the invitation step, the sequence of intervention phases for facilitating early involvement range from general institutional mechanisms to special personalized procedures. The sequence begins with general strategies to inform, encourage, provide support for overcoming barriers, and so forth. For example, most schools recognize the need to send frequent reminders. Another fundamental reality is that working parents have relatively few hours to devote to school involvement. Labor statistics suggest that as few as 7% of school-age children live in a two-parent household where there is only one wage earner. Thus, it is essential to accommodate a variety of parent schedules and to provide for childcare in establishing parent activities.

Beyond addressing barriers, involvement activities must be designed to ac-

count for a wide range of individual differences in interests and capabilities among those in the home and among school personnel. The diversity of knowledge, attitudes, and skills requires options for those in the home, and for school staff, that allow for participation in different ways and at different levels and frequencies. For example, it seems particularly important to legitimize initial minimal degrees of involvement for certain homes and to support frequent changes in the nature and scope of involvement. In general, to address individual differences, facilitation must (a) ensure that there are a variety of ways to participate, (b) sanction home participation in any option and to the degree feasible, (c) account for cultural and individual diversity, (d) enable participation of those with minimal skills, and (e) provide support to improve participation skills. Parents who already are involved could play a major role in all these facilitative efforts.

At this point, it seems relevant to reemphasize the importance of not thinking of all home involvement as school based. In particular, the primary involvement of parents who work all day may be in helping their child with homework. This may be an especially fruitful area in which to facilitate home-school collaboration through establishing good channels of communication and a supportive working relationship.

For many, the general strategies already described are sufficient. For some, however, additional outreach and support are necessary. In this regard, it may be best to start with individuals who seem somewhat approachable and whose obstacles are not intractable, and then to move on to others as soon as feasible.

Personalized interventions might focus, for example, on a parent's negative attitude toward participating in existing options. A significant number of parents view efforts to involve them at school as not worth the time or effort or view the school as hostile, controlling, or indifferent. Exceptional efforts may be required before an extremely negative parent will perceive the school as supportive and view involvement as personally beneficial.

In cases where a parent's negative attitude stems from skill deficits (e.g., doesn't speak English, lacks skills to help with homework), the option of a

skill group is a relatively easy one to offer. The larger facilitative problem, however, is to do so in a way that minimizes stigma and maximizes intrinsic motivation. Some reluctant parents may be reached, initially, by offering them an activity designed to give them additional personal support, such as a mutual interest group composed of parents with the same cultural background or a mutual support group (e.g., Simoni & Adelman, in press). Such groups might even meet away from the school at a time when working parents can participate. In such cases, the school's role is to help initiate the groups and provide consultation as needed.

Maintaining Involvement

Available evidence indicates that there is a significant decrease in parent involvement as students get older (Epstein, 1987; Lucas & Lusthaus, 1978). The causes of this decrease have not been established, but it has been associated with a decline in intervention efforts (Epstein, 1984). Thus, as difficult as it is to involve some homes initially, keeping them involved may be even a more difficult matter.

Maintaining involvement can be seen as a problem of sustaining and enhancing intrinsic motivation (Deci & Ryan, 1985). Extrapolating from available research on intrinsic motivation, three strategies for maintaining involvement seem basic: (a) continuing to provide and vary a range of valued ways individuals can be involved; (b) facilitating their decision making among available options—including decisions to add or move from one to another; and (c) providing continuous support for learning, growth, and success—including feedback about how involvement is personally benefiting the participant. Beyond specific strategies, however, maintaining involvement may depend on the school's commitment to creating a psychological sense of community at the school and empowering the home.

Conclusion

Figure 3 offers a graphic summary of the major points discussed above. As the figure underscores, schools determined to enhance home involvement must be clear as to their intent and the types of involvement they want to

foster. Although the tasks remain constant, the breadth of intervention focus can vary over three sequential phases: (a) broadband contacts—focused on those who are receptive; (b) personalized contacts—added for those who need a little inducement; and (c) intensive special contacts—added for those who are extremely unreceptive. Then, they must establish and maintain mechanisms to carry out intervention phases and tasks in a sequential manner. And, besides being involved in different types of home involvement, participants differ in the frequency, level, quality, and impact of their involvement.

Intervening to enhance home involvement in schools and schooling is as complex as any other psychological and educational intervention. Clearly, such activity requires considerable time, space, materials, and competence, and these ingredients are purchased with financial resources. Basic staffing must be underwritten. Additional staff may be needed; at the very least, teachers, specialists, and administrators need "released" time. Efforts to accommodate parent schedules by offering workshops and parent-teacher conferences in the evening and during weekends are likely to produce staff demands for compensatory time off or overtime pay. Furthermore, if such interventions are to be planned, implemented, and evaluated effectively, those given the responsibility will require instruction, consultation, and supervision.

The success of programs to enhance home involvement in schools and schooling is first and foremost in the hands of policymakers. If increased home involvement in schools is to be more than another desired but unachieved aim of educational reformers, policymakers must understand the nature and scope of what is involved. A comprehensive intervention perspective makes it evident that although money alone cannot solve the problem, money is a necessary prerequisite. It is patently unfair to hold school personnel accountable for yet another major reform if they are not given the support necessary for accomplishing it. In an era when new sources of funding are unlikely, it is clear that such programs must be assigned a high priority and funds must be reallocated in keeping with the level of priority. To do less is to guarantee the status quo. ■

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Note

Terms such as *parent involvement* and even *family involvement* increasingly are recognized as unduly restrictive. Given extended families and the variety of child caretakers, *home involvement* is seen as a more inclusive term.

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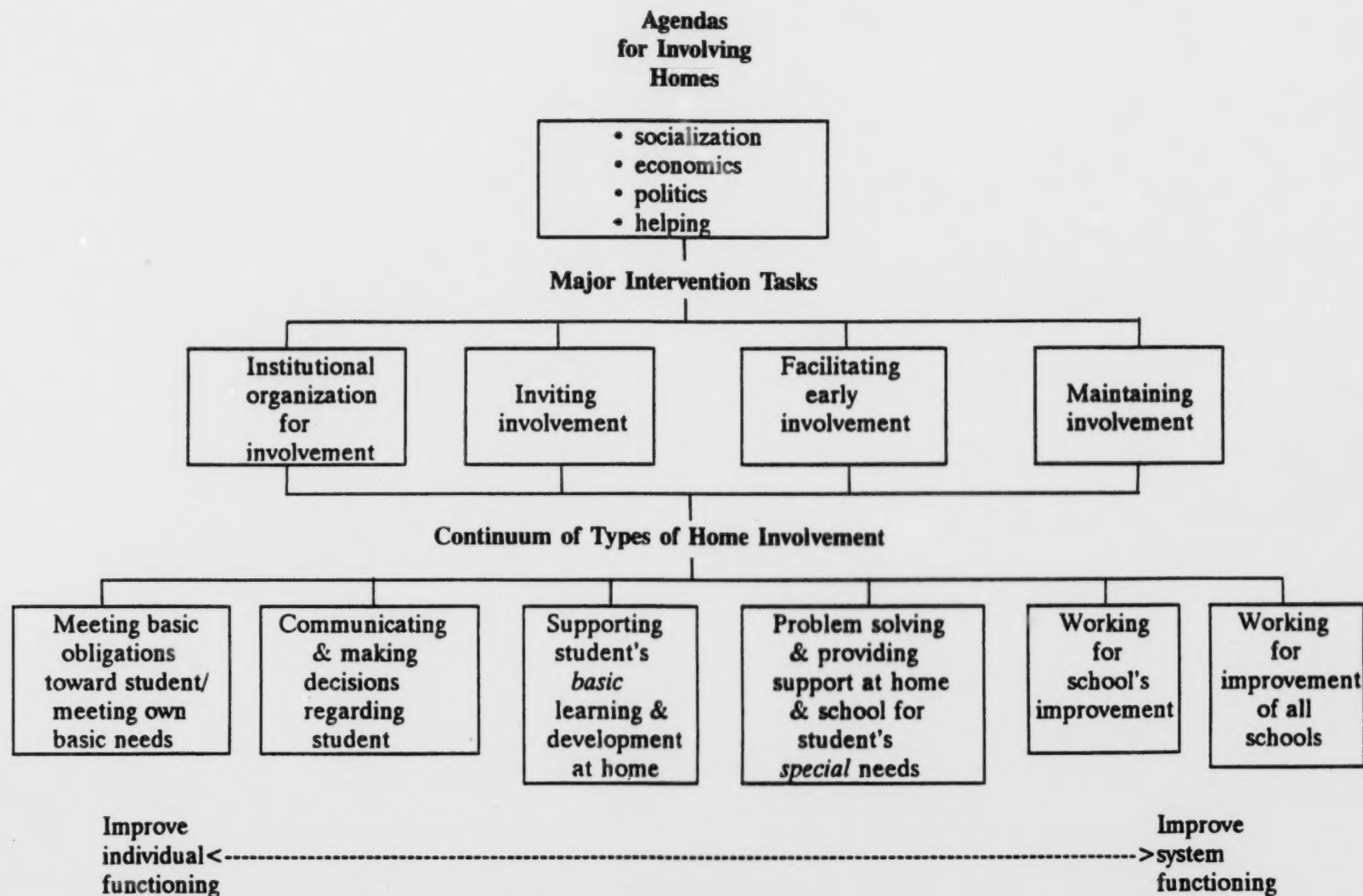


Figure 3. Enhancing home involvement: Intent, intervention tasks, and ways homes might be involved.

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Resource Aids

Documents from the US Dept. of Education (VSDOE)

- *Reaching All Families: Creating Family-Friendly Schools*
- *Strong Families. Strong Schools*

An ERIC Digest:

Increasing the School Involvement of Hispanic Parent

National Network of Partnership 2000 Schools

Family Needs Assessment

Parent Discussion Groups

- >Rationale
- >General Guidelines
- >Topics and Questions to Stimulate Discussion
- >Specific Topic Guidelines and Related Materials

Samples of Event Descriptions and Flyers

Examples of Personal Invitations to Parents

Examples of Feedback Materials

Empowering Parents to Help Their Children

- >Guiding Parents In Helping Children Learn
- >Self-Help

Mapping of a School's Resources
Related to Home Involvement

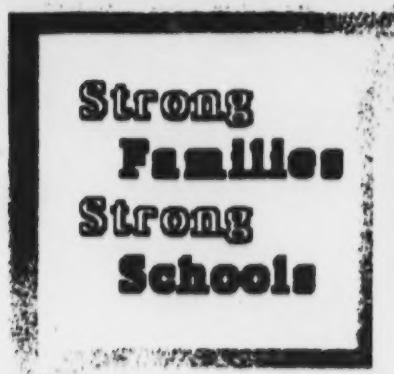
Reaching All Families: Creating Family-Friendly Schools. (1997)
**Washington, DC: US Dept. of Education, Office of Educational
Research and Improvement. Oliver C. Moles (Ed.)**

This publication is designed for school administrators and teachers, to help them involve parents and families as more active participants in their children's education. The strategies suggested here are appropriate for all students, including students with special needs. A special emphasis is placed on making all school contacts friendly and welcoming to the diverse families being served. A variety of possible school strategies are discussed. Some straightforward suggestions for helping to involve families, both as partners at back-to-school time and throughout the school year are incorporated.

Contents

1. *An Introduction to Reaching All Families*
2. *Introducing School Policies and Programs*
 - Early Fall Mailings
 - Home-School Handbooks
 - Open House
 - School-Parent Compacts
3. *Personal Contacts*
 - Parent-Teacher Conferences
 - Home Visits
 - Parent Liaisons
4. *Ongoing Communications*
 - Newsletters
 - Positive Phone Calls
 - Homework and Home Learning
5. *Special Practices and Programs*
 - Parent Resource Centers
 - Informal School-Family Gatherings
 - Parent Workshops
 - Secondary School Strategies
 - Strategies for Children With Special Needs
6. *Special Groups*
 - Involving Parents With Limited English Skills
 - Involving Single and Working Parents
 - Involving Fathers

Services of the Department



BUILDING COMMUNITY PARTNERSHIPS FOR LEARNING

Based on *Strong Families, Strong Schools*, written by Jennifer Ballen and Oliver Moles, for the national family initiative of the U.S. Department of Education

Web prepared by the ERIC Clearinghouse on Urban Education for the U.S. Department of Education and the National Parent Information Network.

This Web provides:

- A review of the past 30 years of key research findings on the importance of involving families in their children's learning.
- Examples of family involvement efforts that are working.
- Concrete ways in which different participants in the family involvement partnership can help achieve success.

Links within this document will bring you to:

- The seven (7) **chapters** of *Strong Families, Strong Schools*.
- The **reference list** of *Strong Families, Strong Schools*, where you will find additional links to **ERIC abstracts**.
- **Other Web sites** related to families and family involvement in education.

Chapter 1: FAMILY INVOLVEMENT: The benefits are numerous and lasting.

Families can help their children at home:

- Read together
- Use TV wisely
- Establish a daily family routine
- Schedule daily homework times
- Monitor out-of-school activities

- Talk with children and teenagers
- Communicate positive behaviors, values and character traits
- Expect achievement and offer praise

Families can help their children at school:

- Require challenging coursework for middle and secondary school students
- Keep in touch with the school
- Ask more from schools
- Use community resources
- Encourage your employer to get involved

Chapter 2: SCHOOL-FAMILY PARTNERSHIPS: Schools must welcome parents and recognize their strengths.

Schools and families can work together to make schools safe.

- Establish family-school-community partnerships
- Make learning relevant to children
- Emphasize early childhood education

Families and schools can also team up to overcome barriers between them:

- Recognize parents' disconnection with public education
- Train teachers to work with parents
- Reduce cultural barriers and language barriers
- Evaluate parents' needs
- Accommodate families' work schedule
- Use technology to link parents to classrooms
- Make school visits easier
- Establish a home-school coordinator
- Promote family learning
- Give parents a voice in school decisions

Chapter 3: COMMUNITIES: Communities connect families and schools.

Community groups can increase family involvement in children's learning.

- Combat alcohol, drugs, and violence
- Reinforce successful child-raising skills
- Provide mentoring programs
- Enlist community volunteers
- Utilize senior citizen volunteers
- Offer summer learning programs
- Link social services
- Encourage parental leadership

Chapter 4: "FAMILY-FRIENDLY" BUSINESSES:

Many businesses recognize the need for parents to be involved in education.

- "Flex-time"
- Using the job site as a forum for parental support
- Child care options
- Form partnerships with schools

Chapter 5: STATES CONNECTING FAMILIES AND SCHOOLS:

Many states have developed family partnership programs.

- South Carolina
- California
- Utah
- Wisconsin
- Idaho
- Promote connections between families and schools.

Chapter 6: MAKING FEDERAL POLICIES AND PROGRAMS SUPPORTIVE:

All agencies of the federal government can provide leadership to strengthen parental involvement through their policies and programs.

- Goals 2000: Educate America Act
- Family Involvement Partnership
- Title I of the Elementary and Secondary Education Act
- School-to-Work Opportunities Act
- Other family involvement programs funded by the U.S. Department of Education

Other federal departments support the family involvement initiative.

- U.S. Department of Agriculture
- U.S. Department of Justice
- U.S. Department of Health and Human Services
- U.S. Department of Defense
- U.S. Department of Housing and Urban Development

Chapter 7: CONCLUSION

Return to  home page.

Direct comments and questions about this web presentation to: Denise Gretchen dgl19@columbia.edu

An ERIC Digest

The following is an example of an ERIC Digest:

Increasing the School Involvement of Hispanic Parents.

ERIC Digests are brief research syntheses available at libraries, over the Internet or by contacting ERIC.

For more information about ERIC and ERIC Digests, see the *Selected References* and *Internet* sections of this introductory packet.

Increasing the School Involvement of Hispanic Parents

by Morton Ingar

(This document is an August, 1992 ERIC Digest, number ED350380, from the ERIC Clearinghouse on Urban Education, New York, NY. ERIC Digests are in the public domain and may be freely reproduced.)

The importance of family structure and support for extended families remains strong among Hispanics in the U.S. despite news reports about the decline of the traditional family in general. At home, Hispanic children are usually nurtured with great care by a large number of relatives. Often, however, family members don't extend their caregiving role into their children's schools; they are reluctant to become involved in either their children's education or in school activities. In the case of poor Hispanic parents, interactions with school range from low to nonexistent (Nicolau & Ramos, 1990).

There is considerable evidence that parent involvement leads to improved student achievement, better school attendance, and reduced dropout rates, and that these improvements occur regardless of the economic, racial, or cultural background of the family (Flaxman & Inger, 1991). Thus, given that 40 percent of Hispanic children are living in poverty, that Hispanics are the most under-educated major segment of the U.S. population, and that many Hispanic children enter kindergarten seriously lacking in language development and facility, regardless of whether they are bilingual, speak only English, or speak only Spanish, the need to increase the involvement of Hispanic parents in their children's schools is crucial.

SCHOOLS AND HISPANICS: SEPARATED BY SOCIAL BARRIERS

In Hispanics' countries of origin, the roles of parents and schools were sharply divided. Many low-income Hispanic parents view the U.S. school system as "a bureaucracy governed by educated non-Hispanics whom they have no right to question" (Nicolau & Ramos, 1990, p. 13). Many school administrators and teachers misread the reserve, the non-confrontational manners, and the non-involvement of Hispanic parents to mean that they are uncaring about their children's education--and this misperception has led to a cycle of mutual mistrust and suspicion between

poor Hispanic parents and school personnel.

Many schools have unconsciously erected barriers to Hispanic parents, adopting a paternalistic or condescending attitude toward them. In some cases, parent-teacher organizations meet during working hours, and material sent home is in English only. Few teachers or administrators are offered guidance or training to help them understand and reach out to Hispanic parents, and school personnel rarely speak Spanish. Less than three percent of the nation's elementary school teachers, less than two percent of secondary teachers, and only two percent of other school personnel are Hispanic (Orum & Navarette, 1990).

THE HISPANIC FAMILY: AN UNTAPPED RESOURCE

One step that schools can take is to understand and tap into an important and underutilized source of strength--the Hispanic extended family. Aunts, uncles, grandparents, cousins, godparents, and even friends all play a role in reinforcing family values and rearing children. This is a resource that schools can and should draw on.

With budget cuts affecting virtually every school district in the country, public schools have turned to parents for help. Parents keep school libraries open, raise funds for computers and playground equipment, and, at some schools, even pay out of their own pockets to continue before- school and after-school enrichment programs. Although worthwhile, these efforts raise troubling questions: "What happens to schools in which parents do not have enough money to compensate for the system's failings?" (Chira, 1992). And what happens at schools where Hispanic parents are not involved and therefore are not available to supplement the school's staff? Does this put their children at an increased competitive disadvantage? Budget crises thus reinforce the urgency for schools to break down the barriers between them and Hispanic families.

Through expanded outreach efforts, a budget crisis could be an opportunity to bring Hispanic family members into the school. Even if the parents are working and cannot volunteer their time, other available family members could serve as a pool of potential volunteers. If the schools need their help, and if this need is made clear, Hispanic family members are more likely to feel welcome, useful, and respected, and this participation could lead to a fuller involvement with the school.

But the need for schools to work with what Delgado (1992) calls the "natural support systems" of Hispanics--e.g., the extended family, neighborhood mutual-help groups, community based organizations--goes beyond the short-term exigencies of a budget crisis. By working with these natural support systems and not insisting on meeting only with the nuclear family, schools can draw poor Hispanic families into the system.

REMOVING THE BARRIERS

Some educators, community groups, and government agencies are working to develop ways to encourage greater participation by low-income, non-English-speaking parents. Some school districts now employ a range of special training programs to help parents build self-esteem, improve their communication skills, and conduct activities that will improve their children's study habits. Within the U.S. Department of Education's Office of Elementary and Secondary Education (OESE), Project Even Start provides assistance to instructional programs that combine adult literacy outreach with training to enable parents to support the educational growth of their children.

In the private sphere, many Hispanic organizations have undertaken a variety of projects to improve the relationship between schools and poor Hispanic families. For example, the Hispanic Policy Development Project (HPDP) conducted a nationwide grant program to promote and test strategies to increase Hispanic parental involvement in the schooling of their children. And the National Council of La Raza (NCLR) runs a series of demonstration projects, called Project EXCEL, that combine tutoring and enrichment programs for Hispanic children with training seminars for parents.

RECOMMENDATIONS

The following recommendations are based on what has been learned from the efforts of educators and community groups to improve Hispanic parent involvement.

Programs that increase and retain the involvement of Hispanic parents follow a simple, basic rule: they make it easy for parents to participate. In Detroit's Effective Parenting Skills Program, for example, programs and materials are bilingual, baby-sitting is provided, there are no fees, and times and locations of meetings are arranged for the convenience of the parents (Linn, 1990, cited in Flaxman & Inger, 1991). Other programs provide interpreters and transportation.

Outreach efforts require extra staff. They take considerable time and cannot be handled by a regular staff person with an already full job description. Also, successful outreach is organized by people who have volunteered, not by people who have been assigned to the job.

Hispanic parents need to be allowed to become involved with the school community at their own pace. As the Hispanic Policy Development Project (HPDP) learned, "All the schools that felt that poor Hispanic parents should begin their involvement by joining the existing parents' organizations failed" (Nicolau & Ramos, 1990, p. 18). Before they join existing parent organizations, Hispanic parents want to acquire the skills and the confidence to contribute as equals.

The hardest part of building a partnership with low-income Hispanic parents is getting parents to the first meeting. HPDP found that impersonal efforts--letters, flyers, announcements at church services or on local radio or TV--were largely ineffective, even when these efforts were in Spanish. The only successful approach is personal: face-to-face conversations with parents in their primary language in their homes.

Home visits not only personalize the invitations but help school staff to understand and deal with parents' concerns. The schools learn, for example, which families need baby-sitting or transportation; and the parents learn whether they can trust the

school staff or otherwise allay their fears about attending.

Since many low-income Hispanics feel uncomfortable in schools, successful projects hold the first meetings outside of the school, preferably at sites that are familiar to the parents. Successful first meetings are primarily social events; unsuccessful ones are formal events at school, with information aimed "at" the parents.

To retain the involvement of low-income Hispanic parents, every meeting has to respond to some needs or concerns of the parents. Programs that consult with parents regarding agendas and meeting formats and begin with the parents' agenda eventually cover issues that the school considers vital; those that stick exclusively to the school's agenda lose the parents.

Based on what it learned from its 42 School/Parent projects, HPDP concluded that overcoming the barriers between schools and Hispanic parents does not require large amounts of money; it does require personal outreach, non-judgmental communication, and respect for parents' feelings. HPDP found that although Hispanic school personnel can facilitate the process, non-Hispanics can also be effective. In fact, HPDP reported that the two most successful and innovative programs were led by a Chinese principal and an Anglo principal. Both, however, spoke Spanish.

RESOURCES

ASPIRA 1112 16th St., NW, Suite 340
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Hispanic Policy Development Project 250 Park
Ave. South, Suite 5000A New York, NY
10003
Mexican American Legal Defense Fund 634
South Spring St., 11th Floor Los Angeles, CA
90014
National Council of La Raza 810 First St.,
NE, Suite 300 Washington, DC 20002-4205
National Puerto Rican Coalition 1700 K
Street, NW Washington, DC 20006

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A Project You Can Join to Obtain Assistance for Program Development

National Network of Partnership-2000 Schools

Joyce L. Epstein

Co-Director, Center on Families, Communities, Schools and Children's Learning
Johns Hopkins University

Most educators want to build strong school-family-community partnerships, but most have not reached this goal. Indeed, developing good connections of home, school, and community is an on-going process that takes time, organization, and effort. Based on more than a decade of research and the work of many educators, parents, students, and others, we know that it is possible for all elementary, middle, and high schools to develop and maintain good partnerships with families and communities. It is time to take action.

Schools, districts, and state departments of education are invited to join our Center's National Network of Partnership-2000 Schools at Johns Hopkins to put in place permanent and positive programs of school-family-community partnerships by the year 2000. Each Partnership-2000 School will strengthen its program by addressing *six major types of involvement*. Each school will use an *Action Team approach* and will tailor its plans and practices to the needs and interests of its students, parents, and teachers. District and state leaders are invited to organize their leadership activities to assist increasing numbers of schools to conduct these activities. (Research and development supporting this work is described in J. Epstein, "School/Family/Community Partnerships: Caring for the Children We Share," in Phi Delta Kappan, May, 1995, pp. 701-712)

Members of the Network will work with this Center for at least three years to improve connections with students, families, and communities. There is no membership fee to join the Network, but states, districts, and schools must meet a few requirements:

At the SCHOOL level, each Partnership-2000 School will:

- Create an Action Team for School, Family, and Community Partnerships.
- Use the framework of six types of involvement to plan and implement a program of partnership.
- Allocate an annual budget for the work and activities of the school's Action Team.

At the DISTRICT level, each Partnership-2000 District will:

- Assign one full-time-equivalent (FTE) facilitator to work with 10 to 25 schools to create their Action Teams for Partnerships. Part-time coordinators may work in districts with fewer than 10 schools.
- Allocate an annual budget for the District's work and activities to develop, strengthen, and maintain programs of partnership.
- Assist each participating school to fulfill the requirements listed above for the school level.
- Create a Department of School, Family, and Community Partnerships to organize this work. (Optional for large districts)

At the STATE level, each Partnership-2000 State will:

- Identify an Office, Department, or Center for School, Family, and Community Partnerships in the State Department of Education. This division must have at least one professional full-time-equivalent (FTE) leader and adequate professional and support staff to coordinate and conduct activities for school-family-community partnerships across districts.
- Allocate an annual budget for the work of this office and the activities to support the districts and schools in the project.
- Assist each participating district and/or school to fulfill the requirements listed above for the district and school levels.

ALL PARTNERS in the National Network of Partnership-2000 Schools will:

- Communicate semi-annually with this Center to share plans and progress.

To assist you with your work, THIS CENTER will:

- Issue a **certificate of membership** to each school, district, and state in the National Network of Partnership-2000 Schools.
- Supply a **manual** to school, district, and state leaders to guide the work of the Action Teams in all schools.
- Conduct **annual training workshops** at Johns Hopkins to bring together the Key Contacts from the schools, districts, and states in the National Network of Partnership-2000 Schools.
- Distribute a **semi-annual newsletter** to share examples of good practices and guidelines for continuous progress in program development.
- Provide **on-call** and **e-mail assistance** from this Center's staff.
- Offer optional **research and evaluation opportunities** to participating schools, districts, and states to learn about the processes and effects of partnership.

The National Network of Partnership-2000 Schools is open to all states, districts, intermediate units, and schools that agree to the required components. Members may add other creative elements to expand their programs. Schools may be part of other school improvement programs. Partnership-2000 is not an "extra" program, but offers a research-based framework and strategies to help any school organize productive school-family-community partnerships.

If your school, district, or state is ready to take action to develop and maintain strong and positive school-family-community partnerships, you are invited to join the National Network of Partnership-2000 schools. To receive an invitation, an overview of the plans, and membership forms for schools, districts, or states, write to: Dr. Joyce L. Epstein, Director, Partnership-2000 Schools, Center on Families, Communities, Schools and Children's Learning & CRESPAR, 3505 North Charles Street, Baltimore, MD 21218. Or contact Karen Salinas tel: 410-516-8818 fax: 410-516-8890.

BEST COPY AVAILABLE

Resource Aids, cont.

FAMILY NEEDS ASSESSMENT

This is an example of a questionnaire designed to be mailed to parents to clarify awareness of opportunities for involvement at school, involvement interests and attitudes, current involvements, and barriers to involvement. In instances when questionnaires are not returned, a follow-up phone interview may be productive.

MAIL FORM QUESTIONNAIRE

This questionnaire is part of a project your child's school and are working on together. It is intended to find out what you think about the programs your child's school is offering to parents and about which ones you like. We need to know what parents think in order to improve programs.

It takes about 15 minutes to fill out. What you tell us is confidential. That is, we only tell the school about what parents are saying; we never tell them who said it.

We really appreciate your help in this project. If you have any questions please call:

Student's name _____ School: _____

Your name: _____

Your relationship to the student: _____

1. Besides the student named above, do you have other children who go to school? ____ (If yes, how many?) ____
What are their ages? _____
Do you have any other children? ____ (If yes, how many?) ____
What are their ages? _____

2. Please put a checkmark () next to the activities that your child's school offers for parent participation.

Does the school offer parents a chance ...

- ___ to be in the PTA (or a similarly large, voluntary organization of parents and teachers)
- ___ to volunteer in the classroom
- ___ to volunteer for special events
- ___ to attend student performances
- ___ to attend parent workshops
- ___ to attend parent support groups
- ___ to attend amnesty classes
- ___ to attend English Second Language classes
- ___ to have parent-teacher conferences
- ___ to talk with teachers at other times about a child
- ___ to talk with the principal
- ___ to visit a child's classroom
- ___ to be on the a school advisory board
- ___ to be on a bilingual advisory board
- ___ to be on a Shared Decision Making Council
- ___ other (specify): _____

CUESTIONARIO DE CORREO

Este cuestionario es parte de un proyecto que la escuela de su niño(a) y están desarrollando juntos. Proponemos averiguar que piensa usted de los programas que se están ofreciendo para los padres en la escuela de su hijo y cuales le gusta. Necesitamos saber lo que piensan los padres para mejorar los programas.

El cuestionario toma mas o menos quince minutos para llenar. Lo que usted contesta es confidencial. Solamente informamos a las escuelas lo que opinan los padres; Nosotros nunca les decimos quien lo dijo.

Nosotros realmente apreciamos su ayuda con este proyecto. Si usted tiene cualquier preguntas, por favor llame a en el numero

Nombre de el estudiante: _____ Escuela: _____

Su nombre: _____

Su relación al estudiante: _____

1. ¿Ademas de el estudiante nombrado arriba, tiene usted otros niños en escuela? _____ (Si tiene otros niños, cuantos son?) _____

¿Cuales son sus edades? _____

¿Tiene usted otros niños? _____ (Si tiene otros niños, Cuantos son?) _____

¿Cuales son sus edades? _____

2. Por favor indique con una marca al lado de las actividades que la escuela de su hijo ofrece.

¿Quiero saber si la escuela les ofrecen a los padres la oportunidad de?

- participar en la Asociación de Padres y Maestros
- ser voluntario en la clase
- ser voluntario para ocasiones especiales
- asistir programas de los estudiantes
- asistir talleres de capacitación de padres
- asistir grupo de apoyo de padres
- asistir clases de amnistia
- asistir clases de ingles como segunda idioma
- asistir conferencias de padres y maestros
- hablar con maestros de vez en cuando acerca de su hijo
- hablar con el director de la escuela
- visitar la clase de su hijo
- participar en la junta consejera escolar

3. Please put a checkmark () beside all activities participated in?

Mother has	Father has	
_____	_____	been in the PTA
_____	_____	volunteered in the classroom
_____	_____	volunteered for special events
_____	_____	attended student performances
_____	_____	attended parent workshops
_____	_____	attended parent-teacher conferences
_____	_____	attended open house
_____	_____	attended parent support groups
_____	_____	attended amnesty classes
_____	_____	attend English Second Language classes
_____	_____	talked with teachers at school at other times
_____	_____	talked with the teacher on the phone
_____	_____	talked with principal
_____	_____	visited a child's classroom
_____	_____	been on a school advisory board
_____	_____	been on a bilingual advisory board
_____	_____	been on a Shared Decision Making Council
_____	_____	other (specify): _____

4. Some parents who want to come to school activities find it hard to do so. Is it difficult for you to come to school events?
(Please circle answer) YES NO

5. Please put a checkmark () beside any of the following which have made it difficult to be involved at school?

Mother	Father	
_____	_____	work schedule
_____	_____	no transportation
_____	_____	no baby sitter
_____	_____	has trouble with English (If so, "What language do you feel most comfortable speaking?" _____)
_____	_____	feels out of place at the school
_____	_____	events are scheduled at a bad time of day
_____	_____	just too busy, don't really have time
_____	_____	other (specify): _____

(Please circle answers)

6. Has the school sent you enough information about parent programs and activities? YES NO

7. Some parents feel that the teacher should handle all of a student's schooling and not ask parents to get involved. Others feel that while a teacher should handle all of the child's schooling, it is good for parents to get involved.

- participar en la junta consejera bilingue
- participar en el concilio de toma de decisiones compartidas
- otras (sea específico): _____

3. Por favor indique con una marca al lado de todas las actividades escolares que ustedes han participado.

Madre ha	Padre ha	
_____	_____	participado en la Asociación de Padres y Maestros
_____	_____	sido voluntario en la clase
_____	_____	sido voluntario para ocasiones especiales
_____	_____	asistido programas de los estudiantes
_____	_____	asistido talleres de capacitación de padres
_____	_____	asistido grupo de apoyo de padres
_____	_____	asistido clases de amnistia
_____	_____	asistido clases de ingles como segunda idioma
_____	_____	asistido conferencias de padres y maestros
_____	_____	hablado con maestros de vez en cuando acerca de su hijo
_____	_____	hablado con el director de la escuela
_____	_____	visitado la clase de su hijo
_____	_____	participado en la junta consejera escolar
_____	_____	participado en la junta consejera bilingue
_____	_____	participado en el concilio de toma de decisiones compartidas
_____	_____	otras (sea específico): _____

(Por favor indique su respuesta con un circulo.)

4. Algunos padres que quieren participar en las actividades escolares se les hace difícil. ¿Es difícil para usted venir a los programas escolares? Sí No

5. Por favor indique con una marca (x) al lado de cualquiera de las siguientes problemas comunes que se le han hecho difícil para participar en la escuela.

Madre	Padre	
_____	_____	horario del trabajo
_____	_____	no tener transportación
_____	_____	no tener quien le cuide los niños
_____	_____	problemas con el ingles
_____	_____	sentirse incomodo(a) en la escuela
_____	_____	los programas estan en mala hora del dia
_____	_____	estoy muy ocupado; no tengo tiempo para participar
_____	_____	otra razón (sea específico): _____

(Por favor indique su respuesta con un circulo.)

6. ¿Le ha mandado la escuela a usted bastante información acerca de actividades y programas para los padres? Sí No

Do you think it is right for teachers to ask for parent involvement in their child's schooling? YES NO

8. When your children need help with schoolwork, do you know good ways to help them? YES NO

9. Parents differ in how involved they can be with their children's schooling. Do you think you have been less involved than other parents seem to be OR more involved than other parents? LESS INVOLVED MORE INVOLVED

10. Do you think teachers don't really want parents to help in their child's schooling OR that they really do want parents to help? DON'T WANT HELP DO WANT HELP

11a. Do you think schools should ask parents to do more to make it easier for their children to get to school on time (e.g., wake children up, make sure they leave home in time, walk or drive them to school)? YES NO

b. Do you think schools should ask parents to do more to make home a better place to study (e.g., provide a quiet place to study, provide paper and pencils, etc.)? YES NO

c. How often do you find you have to do more to make it easier for your children to get to school on time and to study at home?

Never Every few months Once a Month At least Once a week

d. How important is it for you to do more to make it easier for your children to get to school on time and to study at home?

☐ Not at all important
☐ Not too important
☐ Important
☐ Very important

e. Have the schools suggested ways that you can do more at home to make it easier for your children to get to school on time and to study at home? YES NO

12a. Do you think schools should ask parents to come to school to talk to teachers about how their children are doing? YES NO

b. How important is it for you to come to school to talk to teachers about how your children are doing?

☐ Not at all important
☐ Not too important
☐ Important
☐ Very imp.

7. Algunos padres piensan que el maestro debe de dirigir toda la educación de sus hijos y que no debería de pedir que participen los padres. Otros piensan que mientras que el maestro debería de dirigir la educación de su hijo, es bueno que los padres participen.

¿Piensa usted que los maestros deberían de pedirles a los padres que participen en la educación de sus hijos? Sí No

8. ¿Cuando sus hijos necesitan ayuda con su tareas, sabe usted maneras buenas para ayudarles? Sí No

9. Padres no estan de acuerdo en que tanto pueden participar en la educación de su hijos. ¿Piensa usted que ha participado menos que otros padres O mas que los otros padres? Menos Mas

10. ¿Piensa usted que los maestros en realidad no quieren que los padres ayuden en la educación de sus hijos O que en realidad quiren que los padres ayuden?

 No Quieren Ayuda Sí Quieren Ayuda

11a. ¿Piensa usted que las escuelas deberían de pedirles a los padres que hagan más para serle más fácil a los niños a llegar a tiempo a la escuela? Por ejemplo, levantar el niño, asegurar que salgan de casa a tiempo, caminarlos o manejarlos a la escuela.

 Sí No

11b. ¿Piensa usted que las escuelas deberían de pedirles a los padres que hagan más para hacer el hogar un mejor lugar para estudiar? Por ejemplo, proveer un lugar quieto para estudiar, proveer papel y lapices. Sí No

11c. ¿Cuántas veces encuentra usted que necesita hacer más para facilitar que sus niños lleguen a la escuela a tiempo y que estudien en casa?

NUNCA CADA CUANTOS UNA VEZ AL A LO MENOS UNA VEZ POR SEMANA
 MESES MES

11d. ¿Que tan importante es para usted hacer más para facilitar que sus hijos lleguen a la escuela a tiempo y que estudien en casa?

NO ES NADA NO ES MUY ES IMPORTANTE MUY IMPORTANTE
IMPORTANTE IMPORTANTE

11e. ¿Han sugerido las escuelas maneras para que usted pueda hacer más en casa para serle más fácil a sus hijos llegar a la escuela a tiempo y que estudien en la casa? Sí No

12a. ¿Piensa usted que las escuelas deberían pedirles a los padres que vengan a la escuela para hablar con los maestros sobre el progreso de sus hijos? Sí No

c. How important is it to talk to teachers when your children are having trouble at school?

- ☐ Not at all important
- ☐ Not too important
- ☐ Important
- ☐ Very important

d. How important is it to talk to teachers when your children are doing O.K. at school?

- ☐ Not at all important
- ☐ Not too important
- ☐ Important
- ☐ Very important

e. How often do you talk with teachers?

Never Every few months Once a Month At least Once a week

f. Have you ever asked for a meeting with one of your children's teachers? YES NO

g. Have the schools suggested ways to make it easier for you to talk with teachers? YES NO

13a. Do you think schools should ask parents to come to school for student programs? YES NO

b. How often do you attend student programs?

Never Every few months Once a Month At least Once a week

c. How important to you is it to come to student programs?

- ☐ Not at all important
- ☐ Not too important
- ☐ Important
- ☐ Very important

d. Have the schools suggested ways to make it easier for you to come to student programs? YES NO

14a. Do you think schools should ask parents to participate in activities with other parents at school? YES NO

b. How often do you participate in activities with other parents at school?

Never Every few months Once a Month At least Once a week

12b. ¿Que tan importante es para usted venir a la escuela para hablar con los maestros sobre el progreso de su hijo?

NO ES NADA IMPORTANTE	NO ES MUY IMPORTANTE	ES IMPORTANTE	MUY IMPORTANTE
--------------------------	-------------------------	---------------	----------------

12c. ¿Que tan importante es hablar con los maestros cuando sus hijos estan teniendo problemas en la escuela?

NO ES NADA IMPORTANTE	NO ES MUY IMPORTANTE	ES IMPORTANTE	MUY IMPORTANTE
--------------------------	-------------------------	---------------	----------------

12d. ¿Que tan importante es hablar con los maestros cuando su hijos estan progresando satisfactorio?

NO ES NADA IMPORTANTE	NO ES MUY IMPORTANTE	ES IMPORTANTE	MUY IMPORTANTE
--------------------------	-------------------------	---------------	----------------

12e. ¿Que tan frecuentemente habla usted con los maestros?
NUNCA CADA CUANTOS UNA VEZ AL A LO MENOS UNA VEZ POR SEMANA
 MESES MES

12f. ¿Ha pedido usted una junta con uno de los maestros de su hijo? Si No

12g. ¿Han sugerido las escuelas maneras más faciles para que usted hable con los maestros? Si No

13a. ¿Piensa usted que las escuelas deberian pedirles a los padres que vengan a la escuela para los programas de los estudiantes? Si No

13b. ¿Que tan frecuentemente asiste usted los programas de los estudiantes?
NUNCA CADA CUANTOS UNA VEZ AL A LO MENOS UNA VEZ POR SEMANA
 MESES MES

13c. ¿Que tan importante es para usted venir a los programas de los estudiantes?

NO ES NADA IMPORTANTE	NO ES MUY IMPORTANTE	ES IMPORTANTE	MUY IMPORTANTE
--------------------------	-------------------------	---------------	----------------

13d. ¿Han sugerido las escuelas maneras mas faciles para que usted venga a los programas de los estudiantes? Si No

14a. ¿Piensa usted que las escuelas deberian pedirles a los padres que participen en actividades con otros padres en la escuela? Si No

14b. ¿Que tan frecuentemente participa usted en actividades con otros padres en la escuela?

NUNCA	CADA CUANTOS MESES	UNA VEZ AL MES	A LO MENOS UNA VEZ POR SEMANA
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c. How important to you is it to participate in activities with other parents at school?

- ☐ Not at all important
- ☐ Not too important
- ☐ Important
- ☐ Very important

d. Have the schools suggested ways to make it easier for you to participate in activities with other parents at school? YES NO

15a. Do you think schools should ask parents to help out at school (e.g., to assist teachers and help with fund raising)?
YES NO

b. How often do you help out at school?

Never Every few months Once a Month At least Once a week

c. How important to you is it to help out at school?

- ☐ Not at all important
- ☐ Not too important
- ☐ Important
- ☐ Very important

d. Have the schools suggested ways to make it easier for you to help out at school? YES NO

16a. Do you think schools should ask parents to help their children do their schoolwork? YES NO

b. Please check whether you or another person helps your child with schoolwork.

- ☐ I help with schoolwork
- ☐ Another person helps with schoolwork
- ☐ No one helps with schoolwork

c. How often is help with schoolwork provided?

Never Every few months Once a Mo. Once a week Almost Everyday

d. If help with school is provided, how much time is spent in doing so?

Less than 5 min. 15 min. 30 min. 45 min. More than 1 hour

e. If such help is provided, with what types of schoolwork is help given?

Reading Writing Spelling Drawing Math Other: _____

f. If such help is provided, which of the following is done?

- ☐ watching to be certain the work is done.
- ☐ sitting with a child to help when needed
- ☐ showing a child how to do the work
- ☐ encouraging a child to try harder
- ☐ checking the work to be sure it is done right
- ☐ doing some of the work when a child finds it too hard
- ☐ Other (specify): _____

g. How important to you is it to provide help when your children do their schoolwork?

- ☐ Not at all important
- ☐ Not too important
- ☐ Important
- ☐ Very important

h. Have the schools suggested ways to make it easier for you to help your children do their schoolwork? YES NO

i. When you work with your children does it usually turn out to be a good or a bad experience for you? Good Bad

And how is it for your children? Good Bad

17a. How would you rate your past experiences with your children's schooling?

Very negative Negative Positive Very positive

b. How would you rate your own past experience with your own schooling?

Very negative Negative Positive Very positive

18. How welcome do you feel at your children's school?

Very welcome Welcome Not very welcome Very Unwelcome

19. In some families, several people are involved in a child's schooling. Which of the following, if any, are involved with your children's schooling?

- ☐ Mother
- ☐ Father
- ☐ Sister
- ☐ Brother
- ☐ Grandmother
- ☐ Grandfather
- ☐ Aunt
- ☐ Uncle
- ☐ Cousin
- ☐ Friend
- ☐ Baby sitter

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(Por favor indique con una marca al lado de su respuesta)

- 16g. ¿Que tan importante es para usted poder ayudar cuando sus hijos hacen su tarea?

MUY IMPORTANTE

¿Y como es la experiencia para su hijo? BUENA MALA

FUE MUY NEGATIVA NEGATIVA POSITIVA MUY POSITIVA

MUY AGUSTO AGUSTO NO MUY AGUSTO NADA AGUSTO

— Madre
— Padre
— Hermana
— Hermano
— Abuela
— Abuelo
— Tía
— Tío
— Primo(a)

Resource Aids, cont.

PARENT DISCUSSION GROUPS

- > Rationale
- > General Guidelines
- > Topics and Questions to Stimulate Discussion
- > Specific Topic Guidelines and Related Materials

RATIONALE

The underlying rationale for offering parent discussion groups is to

- create an event that will attract parents to school
- provide a sense of personal support and accomplishment for those who attend
- clarify available services for children's problems
- introduce other opportunities for supportive parent involvement with the school.

The discussion groups themselves are guided by a wholistic orientation to parenting and the view that good parenting requires knowing how to problem solve with respect to facilitating child development. In particular, it is recognized that parents need greater awareness of

- the individual pace of child development and the range of individual differences among children
- what they can do to create an enriched and nurturing environment that allows a child to learn, grow, explore, and play in ways that will benefit the child at school and at home
- ways parents can be nurtured and supported in dealing with child rearing problems through involvement with other parents and school staff.

A variety of topics and handouts can be used to provide a stimulus for discussion. Examples follow. The materials reflect an effort to match specific questions and concerns parents tend to raise. That is, topics that most parents want to talk about are chosen because it is best to work with the group's specific interests. Topics are meant to be used in an interactive manner with the group; thus, as additional questions are raised, the group leader flexibly guides the discussion to deal with these matters.

GENERAL GUIDELINES

A discussion group is a dynamic and interactive process. Each group is shaped by the specific concerns of the parents present. The following comments, however, address some of the most common features of the group.

Procedural Considerations:

Optimal size for a group discussion format is 8 to 15 parents. When the group exceeds 20 it seems to become more difficult for parents to share concerns and they become an "audience". In some groups, especially of families recently arrived in this country, participation may be minimal and the leader may need to be ready to share common problems and examples to initiate discussion.

Name tags are especially helpful in allowing the group to become familiar with each other and for the leader to address members by name.

Strategies that seem to make for more effective discussions:

Assist parents to see their problems are universal. They are important, shared by others, and not impossible to resolve.

Leaders attempt to facilitate rather than take an expert role with the right answers. Often the suggestions of other parents are the most helpful. The process is a discussion rather than a lecture. Sharing of ideas provides satisfaction.

There are usually group members who would like to talk privately with the leaders after the group. Time should be planned for this post-group consultation.

If someone in the group is inappropriate or dominates the discussion, validate the view and call on others to get more participation. Sometimes suggesting a one-to-one follow up for someone with a particularly difficult problem will allow the group to move to more commonly shared problems.

Often babies and young children will accompany the parents to the group. This can be distracting. If activities can be arranged in a separate part of the room and a resource person identified to supervise the children, it is less distracting to the group.

There are advantages and disadvantages to the 2-3 meeting format. The advantage is that the meetings are full of ideas and parents are very optimistic about trying new solutions. The disadvantage is there is no time to develop working relationships and to allow parents to modify solutions so they fit their particular situation.

Topics usually discussed include dressing and getting ready for school; rules and standards around eating; bed time problems; lack of response when a child is asked to do something; arguing with children or between children; bed wetting.

A Typical Family Discussion Group Might Go As Follows

The group's leaders introduce themselves and tell about other services available as follow through on today's discussion. They stress the importance of early intervention with students who are shy or withdrawn or with those who are distracted or active.

They talk in general about the role of parents.

"It's a full-time job with no training. There are plenty of frustrations. We hope today's discussion allows you to think about ideas, about yourself, and about your child. There are no directions or specific answers.

If something works for you, even if other people don't do it that way, you probably don't need to change. For example, some people feel it's not a good idea to use sending a child to bed for punishment, but if it is effective in your family and there are no problems, that is something you don't want to alter.

We'd like to help you with problem-solving ideas for what's not working; what would you like to try?"

At this point each parent is asked to introduce him or herself and give the names and ages of their children. The person with the most or the oldest children is often named the honorary group expert.

If there is no one who volunteers, go around the group and ask them to name two things about their children they wish were different and two things they like and don't want changed. It is often clear to the group that there are more ideas about problems than about qualities. This is a practical introduction into the importance of parents' positive contacts with their children. Praise is the foundation of good parenting. It is important to focus on the positives. As an example of the importance of praise, you might say: If you cook your husband's favorite meal and he says, "Fantastic, thanks so much", imagine how great you would feel. It would inspire you to continue to want to please. We all want more praise. Our children feel the same way. When things are going well, it is important to let children know: "Catch them being good." Sometimes we're not

only stingy with praise, but we ruin it. Using sarcasm or linking a compliment with a criticism isn't praise. For example: "Your room looks great; now don't you wish you kept it clean like this all the time?"

Review of main points:

There are powerful alternatives to spanking, anger and yelling. One of these is praise. You need to initiate it, and this will take some practice. Try it and see how your youngster responds.

This material is best interspersed with discussion, comments and examples from the group rather than as a lecture.

Many parents have had some instruction in charting children's behaviors. They often use this as a way to see that the child's behavior warrants praise. What most have found, however, is that this contingency praise soon loses its effectiveness. A more genuine and spontaneous use of praise can reinvigorate positive improvements.

Some parents who have had some experience with behavior modification express concerns about bribing their children and paying for good behavior. Having them share their experiences and their concerns allows the leader to see what would be their next best step. Agreeing that the use of material rewards often backfires validates their experience and concern. Explaining how a broad range of positive feedback, such as special time with parents and focusing on the child's competence, can be more effective without the negative effects and can allow parents to rethink their responses.

Leaders usually bring along copies of handouts for parents that are usually relevant and helpful in typical groups. One of these presents a range of options from praise to ignoring to mild social punishment. Some time can be taken to review the handout with the parents and suggest ways to try new approaches.

The role of parents as models and their responsibilities to understand when they are responsible for setting limits as contrasted to situations where children need some choice in order to become responsible is discussed.

Often examples or problems are presented in ways that allow the leaders to set up demonstration or role play situations. The parent gets to play his or her child and the leader demonstrates the ideas being discussed. For example, a leader may walk up to the parent, look her in the eye, put an arm on her shoulder and say, "Thank you for cleaning your room." This allows the group to talk about the various verbal and nonverbal cues that were being used to increase the effectiveness of the parent's communication. **Parents are very powerful with their children and often constant battles and anger have caused each of them to be starved for love and contact.**

Leaders find that examples, humor and even sharing personal experiences facilitates the group discussion.

Parents are encouraged to use short, direct messages with their children.

They are encouraged not to have only discussion or debates to convince children. In discussing the possible value of ignoring misbehavior, you may have to help parents take the risk of actually leaving the room so that they can literally ignore the behavior (some may point out that the child, not wanting to have the misbehavior ignored, will follow).

Discussions of sibling rivalry are frequent topics.

Parents are encouraged to think about spending special time alone with each child. The value of each child as a unique and special person can be communicated. Focus on what's good so others see what you want rather than always focusing on what you don't want or what you want stopped.

In general, be aware of how you talk with your children.

Observe yourself to see if your only conversation is giving orders and directions. Try to increase the time and attention you pay in listening to each child, playing with what they're interested in, not questioning but sharing. Observe the tone you use with your children. How often are you criticizing, questioning, cautioning?

Think about your own experience at their age: did you love to do your homework?

When you need to confront a child, take care in what you say. Often the questions you ask lead the child to deny or become evasive or defensive. Perhaps you want to say what you don't like and what needs to change (rather than getting into arguments and complications regarding whether the child admitted he or she is guilty). If you give ultimatums and make threats, you need to think carefully as to whether this will help and what it is you want as an outcome. Some interactions are very dramatic for children and are lessons they learn from you in how to solve problems. We often see that the child who hits on the school yard is the child who got hit at home.

TOPICS AND QUESTIONS TO STIMULATE DISCUSSION

Examples of common topics parents are likely to be interested in discussing are understanding and dealing with specific behavior and school problems such as

- temper outbursts, aggression, and stubbornness
- trouble adjusting to new situations
- fearfulness and excessive shyness
- noncooperation and poor sharing
- stealing and lying
- learning difficulties

and

child developmental tasks such as

- understanding what's normal
- handling mealtime and bedtime
- helping a child learn responsibility and other values
- helping a child with schoolwork.

Other popular topics are

- how to listen to and talk with a child
- discipline with love
- how parents can understand and express their own feelings
- concerns of single parents and step parents
- available school and community resources .

Questions to stimulate discussion in parent groups

Behavior: temper tantrums:

- When you get angry, how do you show it?
- Do you see your child saying or doing things when angry that they've seen you do and imitate?
- Sometimes when we're tired, we get angry more easily, do you see this happening with your child?
- What would you like to change about how you handle your anger?

Building trust and confidence with your child:

- We often focus on problems instead of strengths. What are two things about your child that you like best?
- If someone were to count, do you think they would find you complimenting and praising your child more or would you be criticizing your child more? Why do you think this is so?
- How do you show your children that you love them? Through words? actions? special times?
- Remembering back, how did you feel your parents showed you that they loved you?

Communication: Listening and talking with your child.

- What's the best time at your house to listen to what your child wants to tell you?
- Are you able to become interested in what your child wants to talk about? (even if it's just a TV show or about toys)
- Talking to your child is an important way you teach, do you find it easy to talk with your child when you're alone together?

Cleaning up and learning responsibility:

- What's the normal routine at your house for getting going in the morning? What are your plans for what will happen? What actually happens?
- What specific things are your children responsible for?
- In what ways do you let your children know specifically what you expect from them?
- Are there ways your children help out without being asked? When they do, how do you respond?

Questions to lead off discussion at parent groups - contd.

Discipline:

- When you hear the word discipline, what do you think of?
- We learn to be parents from our own parents? When you were young, how did your parents discipline you?
- Thinking back, what worked and what didn't?
- What do you wish your parents had done differently?
- Are you happy with the way you discipline your child?
- What would you want to change, and how could you change it?

Fears and Worries:

- When our children have fears and worries it often prompts our own fears; perhaps we did something wrong as parents. Do you have such fears?
- When you feel insecure about your parenting, how do you handle your worries? Do you ask for help from others? Do you ask for reassurance? Try not to think about it?
- When your child is fearful, what is your reaction? Are you angry? Frustrated? Sympathetic?
- How do you reassure your child that he/she can master the fearful situation?

What's normal:

- How do you feel about your child qualifying for this special program?
- What are you worried about regarding your child's entry into the regular school classroom?
- What have you noticed about your child that you think makes him/her different from other children?
- Do you feel frustrated in helping your child?
- Do you think your child will grow out of his or her problems?

SPECIFIC TOPIC GUIDELINES AND RELATED MATERIALS

The following examples illustrate specific guidelines and related handouts that can be used to stimulate discussion and provide parents with "take-away" resource material.

School And Community Resources

Getting Started

Many parents feel very much alone in raising their children. They may not have support in talking over their concerns, in sharing child care, or in getting information about what's available in their community. I'd like each of you to take a minute to think of one helpful resource in your neighborhood or community that you could share with the group. It could be a favorite park, baby sitter, pediatrician or friend. Let's go around the group and ask each of you to share a resource.

Questions

- Are there any concerns about resources that we haven't talked about?
- If you feel that this is a problem for you, what resources do you need that you don't have?
- Are there any suggestions on how to feel more supported and identify needed help?

Summary

There are many no cost and low cost resources for parents. If you feel you need some help, reach out. A phone call to a sympathetic person can mean a lot and you may be able to help others also.

Plans for At-Home Application:

If you need more help take a step toward getting it. Talk to your neighbors or other parents in the group to seek the support you need.

Resources For Parents

Helpful Books: (Get these at the library or check the bookstore for paperbacks.)

How To Parent -- by Fitzhugh Dodson

Your Child's Self Esteem -- by Dorothy Briggo

Raising A Responsible Child -- Don Dinkmeyer

The Responsive Parent -- by Mary Hoover

Educational and Vocational Training for Parents*:

The Educational Opportunity Center on 318 Lincoln Blvd., Venice (392-4527) offers free advice and counseling to help persons locate schools and training and also to get financial aid to make it possible.

Counseling for Parents and Children*:

Family Service of West Los Angeles, 400 So. Beverly Drive, 277-3624.

Thalians Child Guidance Center, Cedars Sinnai, 855-3531.

Information on Child Care Services*:

Child Care Referral Service, 1539 Euclid St., Santa Monica, 395-0448. (For information on day care centers, baby-sitters, etc.)

Advice and Help by Telephone*:

"Warm Line," a telephone service at 855-3500 especially for parents of pre-school children. For use when you want to talk over a problem you are having with your child. If they can't take your call immediately, someone will call you back.

If you lose your cool with your child and are concerned about it:

Parents Anonymous is a self-help group of parents who have group meetings. To find out about it, call 800-352-0386 toll free.

* These are examples of the resources available in the Los Angeles area.

ADJUSTING TO NEW SITUATIONS

Getting started:

In an unfamiliar situation, like these groups, it is not unusual for children to feel unsure of themselves and reluctant to leave their parents. When this behavior persists over time in familiar situations it is a problem. Have any of you had problems with your child separating from you? Let's go around the group and ask each of you to share your experience

Questions:

- Are there any concerns about childrens' adjustment to new situations we haven't discussed that you would like to raise?
- If you feel your child has problems adjusting to new situations, what do you think is the cause of these problems?
- Do any of you have suggestions about ways you've handled these problems that you would like to share?

Summary

Remember we all feel a bit uncomfortable in new situations. You teach your child how to handle this by what you say and do. Don't push a frightened child into something, he or she can't handle, but try to give them information, support, and courage to become more independent.

Plans for At-Home Application:

If your child is fearful in new situations, give them plenty of opportunities to get used to other people and other places. Take them with you to the store, the park, or visits. Encourage them as they try new things independently.

FEAR AND WORRIES

Getting Started:

Young children are a combination of strengths and vulnerabilities. In some areas they are very confident and in other areas they may be timid and unsure. Are there any areas where your child seems to have fears or worries such as fear of the dark? Let's briefly hear from each of you.

Questions:

Is there anything about fear and worries we haven't discussed that concerns you?

If your child is fearful or worried why do you think this is happening?

Do any of you have ideas on how to solve this problem; are there things that you have tried?

You may want to try these steps:

1. Talk to your child about what worries them and try to see their point of view.
2. Rather than reassure them or tell them not to worry, help them find solutions so they feel more in control (like a night light if they are afraid of the dark).
3. Show them you notice when they face their fears so they can see they're making progress.

Plans for At-Home Applications:

Watch for indications that your child is worried or fearful. Show them you want to help by trying the three steps in the summary.

DANDO INSTRUCCIONES

1. Sea Específico

Cuando queremos que nuestros hijos nos obedezcan realizamos muchas veces que nuestras reglas y instrucciones no han sido claras. Olvidamos que nuestros niños no tienen experiencia en la vida y no pueden razonar muy bien. Necesitan instrucciones que sean *sencillas, cortas, claras y específicas*.

Ejemplos: Malo: No molesta tu hermano. No lo hagas llorar.
Bueno: No pega tu hermano: No toma sus juguetes.

2. Sea Positivo

La mayoría de nuestras instrucciones a nuestros hijos incluye las palabras Deja! y No! Estas palabras negativas insinúan criticismo. Directivos o ordenes salen mas aceptable a todo cuando estan puesto en una forma positiva.

Empieza eliminando *Deja!* y *No!* de algunos de sus directivos.

Ejemplos: Malo: Deja de comer con tus dedos sucios.
Bueno: Quiero que uses tu cuchillo y tenedor cuando comas.

Malo: No entran a la casa con estos zapatos lodosos.
Bueno: Por favor, cambia tus zapatos lodosos antes de pasar la puerta, mi hijo.

3. Elimina criticismo y sarcasmo

Incluyendo criticismo o sarcasmo en sus instrucciones tiene el efecto de hacer que sus hijos se sientan malo en sí mismo o que se enojan con Ud. No fomenta el sentido de estimo personal que necesita toda persona, y no tiene efecto en hacerles mas responsivos a nuestros directivos. Muchas veces el tono critical o palabra sarcástica viene de nuestro enojo o frustración.

Empieza un plan de cortar esta clase de hablar con sus hijos.

Ejemplos: Malo: Oyes, perezoso! Cuando piensa cortar el zacate.
Bueno: Jose, te dije que cortaras el zacate la semana pasado. Hazlo ahora!

Malo: Cochino, No comes Todo. Defa algo para nosotros.
Bueno: Toma su porcion solo--dos cucharadas. Nosotros queremos comer tambien.

4. Elogia

Cocilino, No comes todo. Deja algo para nosotros. Toma su porción solo - dos cucharadas. Nosotros queremos comer tambien.

No olvida la fuerza positiva de elogio. Cuando sus hijos cumplen con sus reglas y instrucciones. Darles su aprobación con una palabra de elogio o gracias - y una sonrisa!

Reprinted from *Because I Said So*, A Behavior Guide by Dr. Howard N. Sloane, Jr.

ARGUING

There are four good reasons, from a child's point of view, to argue with parents (1) delay, (2) cooling off, (3) wearing the parent down, and (4) power.

DELAY : If you are a child who doesn't want to do homework, who would rather watch television than take out the trash, who would prefer polishing your fingernails to cleaning your room, and who can get your parents to argue with you, have you not put off for the entire length of the argument those tasks you've been avoiding?

COOLING OFF: Some children will build an argument to such an extent and get so angry that they can't take it any more. They stalk out of the house instead of doing the chores or homework they were supposed to do.

WEARING THE PARENT DOWN : Most parents are very familiar with this technique. The child tries repeatedly, and with real tenacity, to keep arguing ... arguing... arguing... until the parent, tired and exhausted, finally says something like, "All right, all right, you want to live like a pig? Live like a pig. See if I care." At that point, the child stalks out angrily, chores undone, with a big smile on his face.

POWER: One of the central themes of this book has to do with human beings wanting to be in control of their lives. That goal is nowhere more evident than in arguments where parents really don't want to argue, yet find themselves trapped in arguments with their children. If parents don't want to argue with their children, yet find themselves arguing, who is in control, parent or child? From your experience, are there children who argue just for the sake of getting parents under their control for the duration of the argument?

There is a simple solution: NEVER ARGUE WITH A KID! You can't win, but a child can. There's a payoff for kids in just getting their parents to argue with them. So, unless you **want** to argue, don't do it. Instead, deflect the argument.

DEFLECTING ARGUMENTS

Arguments have rules. As soon as you defend yourself, the child--by the rules governing arguments--has the right to defend himself against your attack; where, in turn, you get to defend yourself from his attack; until one or both of you give up. But you don't need to do that. You don't have to defend yourself against your children's arguments, or try to convince them that you're right and they're wrong.

You are about to get two powerful words that cut through any argument. Coupled with your clearly notated rule, you will find that these words help you to focus on your mandatory behavior rather than on the argument.

The words are "regardless" and "nevertheless" (or their synonyms, "be that as it may," "nonetheless," "that is not the issue"). Only use your argument deflectors once or twice. Then effectively follow through, if a rule is to be completed with "now," and see that the children do as they are told; or if you are merely stating a rule for future behavior, parry their argument with your deflectors and either walk away or send the child away, letting the child have the last word.

From : *Back in Control--How To Get Your Children To Behave*, by Gregory Bodenhamer

WAYS TO ENCOURAGE A CHILD

Praise the act, not the actor Descriptive praise of the act tells the child what specific behavior you like. A behavior that gets reinforced, tends to be repeated.

Absolutely right
That's regally nice
Thank you very much
Wow!
That's great
That's quite an improvement
Much better
Keep it up
Good job
What neat work
You really out-did yourself today
Congratulations. You only missed

That's right! Good for you.
Terrific
I bet Mom and Dad would be
proud to see the job you did
on this
Beautiful
I'm proud of the way your worked
(are working) today
Excellent work
I appreciate your help
Thank you for (sitting down, being
quiet, getting right to work,
etc)
Marvelous
Sharp
I appreciate your attention
You caught on very quickly

Fantastic
My goodness, how impressive!
You're on the right track now
It looks like you put a lot of work
into this
That's clever
Very creative
Very interesting
Good thinking
That's an interesting way of looking
at it
Now you've figured it out
That's the right answer
Now you've got the hang of it
Exactly right
Super
Superior work
That's a good point
That's a very good observation
That's an interesting point of view
That certainly is one way of looking
at it
Out of sight
Nice going
You make it look easy
That's coming along nicely
I like that. I didn't know it could be
done that way outstanding
Uh-huh !
Commendable

HOW TO HELP YOUR CHILD STUDY

Your Child's Education Rests on The Mastery of Three Important Skills

- Reading
- Writing
- Mathematics

An Effective Learning Process Is Made up of Four Steps

- Reading
- Understanding
- Remembering
- Reproducing in one's own thoughts and words,
 - either on paper,
 - in classroom recitation, or
 - in the case of mathematics, in solving new problems.

Time to Study

Set aside a special time each day for study time.

Place to Study

Select a place where there is GOOD LIGHTING.

The study area should be fairly quiet.

There should be NO DISTRACTIONS during study period:

-no radio, no t.v. , no friends visiting

Achievement Check List For Parents

- Spend time each day with your child on his/her homework.
- Examine work that is to be turned in.
- Work should be neat and clean.
- There should be no misspelled words.
- Question what is not clear.
- Hear work that is to be memorized.
- Check arithmetic work for neatness and cleanliness only.
- Check to see that all assigned homework has been completed.
- Check work that was returned by teacher for errors.
- Have child redo problems until work is correct.

The Most Important Weapons for Success Are

- Praise
- Encouragement
- Enthusiasm
- A good, kind ear.

Resource Aids, Cont.

SAMPLES OF EVENT DESCRIPTIONS AND FLYERS

School Name
Address



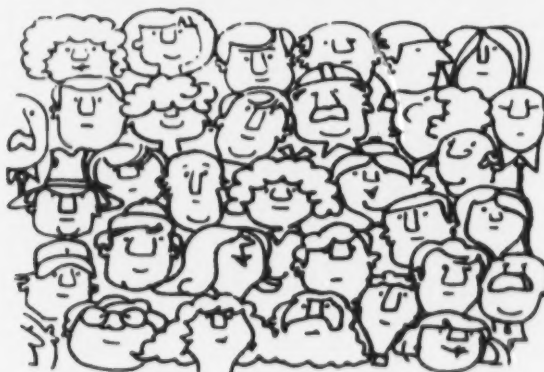
PARENTING WORKSHOP

For parents of children in
Kindergarten, first and second grades.

Date: Thursday, May 14, 1987

Time: 10:15-11:30am

Place: School Library



Would you like to know more about:

- What to expect of your child?
- How to discipline your child?
- How to communicate with your child?

Session Sponsored by: Mental Health Intervention Program

Session Leaders: Social Worker
Kindergarten Coordinator

A SPANISH TRANSLATOR WILL BE PRESENT.

Principal

-----Please complete and return-----
Teacher:

- ☐ I will attend the workshop on Thursday, May 14, 1987.
☐ I am unable to attend the workshop.

Student's name

Room #

Parent's Signature

School Name
Address



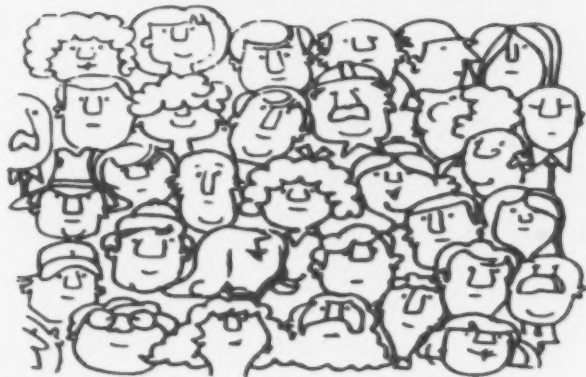
SEMINARIO PARA LOS PADRES

Para los padres de niños en
Kindergarten, primer y segundo grados.

Día: Jueves, 14 de Mayo, 1987

Hora: 10:15-11:30 am

Lugar: La biblioteca de escuela



Quisara Ud. saber más acerca de:

- Qué esperar de su hijo/hija?
- Cómo disciplinar a su hijo/hija?
- Cómo comunicar con su hijo/hija?

Sesión apoyada por: Mental Health Intervention Program

Directoras de la sesión: Social Worker
Kindergarten Coordinator

TRACDUCTO DE ESPAÑOL ESTARÀ AQUÌ.

Director

-----Por Favor Llene y Devuelvalo-----

Maestro/a:

- _____ Asistiré al seminario jueves, el 14 de Mayo, 1987.
_____ No puede asistir al seminario.

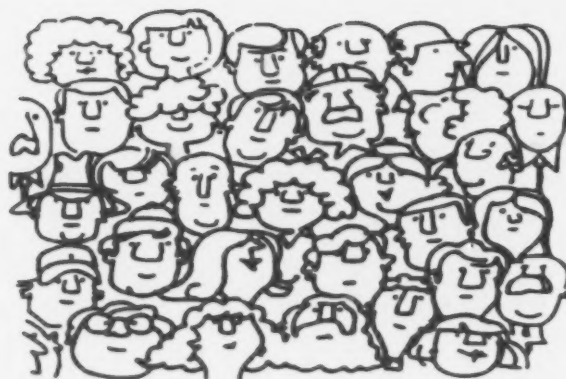
Nombre del niño

Número del salón

Firma del Padre

School Name
Address

May 12, 1987



Dear Kindergarten, First and Second Grade Parents:

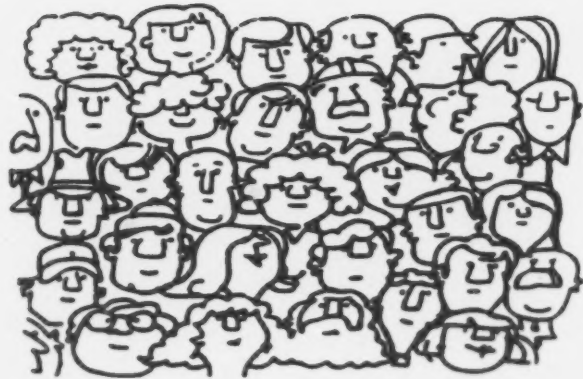
We hope that YOU are planning to attend the school's Parenting Skills Workshop on Thursday, May 14, 1987. Come to the school library from 10:15-11:30 am. The meeting will be conducted by the Los Angeles City School Mental Health Staff. We look forward to seeing YOU there.

Program Representative

School Name

Address

May 12, 1987



Queridos Padres de kinder, primero y segundo grados,

Espero que esten planeando atender el Jueves, 14 de Mayo a el taller de habilidades de padres de la escuela. Vengan de las 10:15 a las 11:30am a la biblioteca de la escuela. La junta sera dirigida por el personal de salud Mental de las escuelas de la ciudad de Los Angeles. Espero verlos USTEDES ahi.

Representante del programa

Please remind your parents!



** positive
communication **

** help with
discipline **

** self-esteem **

PRIMARY PARENTING WORKSHOP

Date: _____

Time: _____

PARENTS -- VOLUNTEER

**DO YOU HAVE A FEW HOURS TO HELP
KINDERGARTEN & FIRST GRADERS
GET OFF TO A GOOD START?**



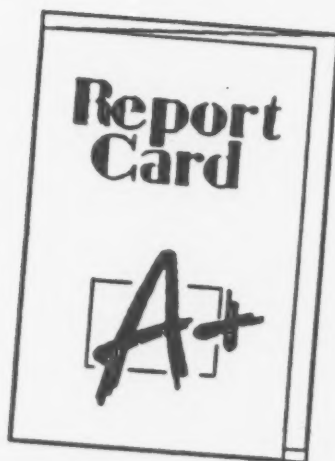
Under supervision, you can volunteer in the morning or afternoon to work with students who need a little extra help, support, and direction.

**IF YOUR ARE INTERESTED
CALL**

**AT _____
FOR MORE INFORMATION.**

PADRES -- AYUDEN

**¿TIENE USTED UN PAR DE HORAS PARA AYUDAR
A NIÑOS DE KINDERGARTEN Y PRIMARIA
EMPEZAR CON UN BUEN COMIENZO?**



Bajo supervisión, usted puede voluntar por la mañana o por la tarde y trabajar con estudiantes que necesitan un poco de ayuda, apoyo, y dirección.

**SI USTED ESTA INTERESADO
LLAME A**

BEST COPY AVAILABLE

**AL _____
PARA MAS INFORMACION.**

Resource Aids, Cont.

EXAMPLES OF PERSONAL INVITATIONS TO PARENTS

The following examples were used to invite specific parents to a discussion group at school. Included are samples of (a) invitations sent home with students and RSVPs filled out by parents and returned by students, (b) letters mailed to parents, and (c) phone invitations made by volunteers. (English and Spanish language versions are included.)

YOU'RE INVITED

TO A DISCUSSION GROUP AT SCHOOL!

DATE: Thursday, December 14

TIME: 8:30-10:30 a.m.

PLACE: School Name

PLEASE COME

Response Card

Please have your child bring this response card back to class so we will know who is coming to the Parent Discussion Group.

_____ I will be coming to the Parent Discussion Group.

_____ I cannot come to the Discussion Group.

Parent's Name: _____

Student's Name: _____

ESTAN USTEDES INVITADOS

AL GRUPO DE PLÁTICA EN LA ESCUELA

FECHA: Jueves, 14 de Diciembre

HORA: 8:30-10:30 a.m.

LUGAR: School Name

POR FAVOR VENGAN

Tarjeta de Repuesta

Por favor recuerde a su hijo(a) que traiga esta tarjeta de repuesta a la clase para que sepamos quienes van a venir al Grupo de Plática para los Padres.

_____ Voy a venir al Grupo de Plática para los Padres.

_____ No voy a venir al Grupo de Plática para los Padres.

Nombre de padre: _____

Nombre de estudiante: _____

Dear Mr./Mrs. (Personalize) ,

We're having a Parent Discussion Group on Thursday, December 14th from 8:30-10:00 a.m. at _____'s school. We hope you can come!

The purpose of the group is to talk about how parents can

- *communicate better with their children,
- *be loving even when discipline is necessary,
- *improve their children's self-esteem.

These discussions are very informal. Parents who have attended such groups in the past have really enjoyed the chance to talk with each other and learn how to be better parents. I look forward to seeing you there.

=====

Estimado Señor/Señora _____,

Vamos a tener un Grupo de Plática para los Padres el Jueves, 14 de Diciembre en la escuela de _____ de las 8:30-10:00 de la mañana. Esperamos que puedan venir!

El propósito de el grupo es para hablar sobre que pueden hacer los padres para:

- * comunicarse mejor con sus hijos
- * demostrarles amor aunque se les tenga que disciplinar
- * enseñarles como tener confianza en si mismos

Estas pláticas son muy informal. Los padres que han participado en estos grupos en el pasado han disfrutado de la oportunidad de poder platicar con unos a otros y de aprender ser mejores padres.

Esperamos verlos!

Group Discussion Leaders/ Lider del Grupo de Plática

PHONE NOTIFICATION
OF THE PARENT DISCUSSION GROUP MEETING

Before you call write down the appropriate information in the blanks. If you get an answering machine, hang up. Remember to speak with enthusiasm and express appreciation of their time.

Student: _____ School: _____

After you call check appropriate lines below

- ☐ Talked with the mother, father, or guardian of child
- ☐ Could not contact the mother, father, or guardian by the tenth try
- ☐ no answer (answering machine)

Hello, my name is _____, and I'm calling with a reminder about a Parent Discussion Group meeting to be held at (School name: _____) school. Is this (Mr./Mrs.) _____? (If not) May I speak to either the mother or father of _____?

I wanted to let you know that your child's school is having a parent discussion group meeting. The purpose of the group is to talk about how parents can communicate better with their children, be loving even when discipline is necessary, and improve their children's self-esteem. It will be meeting on: _____

at: _____

Do think you or your (husband/wife) will be attending?

Wife Y N

Husband Y N

Well, that is all I was calling about. Thank you for your time, and have a good day.

NOTIFICACION POR TELEFONO
DE LA JUNTA DEL GRUPO DE PLATICA DE LOS PADRES

Antes de llamar, por favor escriba la información apropiada en los espacios. Si al marcar el numero de teléfono, le contesta una grabadora, cuelgue. Recuerde de hablar con entusiasmo y hagale saber su agradecimiento por el tiempo que le estan brindando.

Estudiante: _____ Escuela: _____

Despues de la llamada, marque una de la líneas apropiadas.

- ☐ Hablé con la madre, el padre, o el encargado del niño.
- ☐ No pude hablar con la madre, el padre, o el encargado del niño en 10 intentos.
- ☐ No obtuve respuesta (grabadora)

Hola, mi nombre es _____. Estoy llamando para hacerles un recordatorio de la junta del Grupo de Plática para los Padres en la escuela (nombre de la escuela: _____). ¿Es usted el señor/la señora _____? (Si no es, preguntele) ¿Puedo hablar con el padre o la madre de (nombre del estudiante: _____)

Quiero informale que la escuela de su hijo va a tener una junta del Grupo de Plática para los Padres. El propósito del grupo es para hablar sobre que pueden hacer los padres para comunicarse mejor con sus hijos, demostrarles amor aunque se les tenga que disciplinar, y enseñarles como tener confianza en si mismos.

Este grupo se va reunir en (fecha: _____) en (lugar: _____).

¿Piensa usted que usted o su (esposo/esposa) van a asistir.

ESPOSO SI No Tal Vez No Estoy Seguro

ESPOSA SI No Tal Vez No Estoy Seguro

Es todo lo que queria comunicar. Gracias por su tiempo. Buenos días / Buenas noches.

BEST COPY AVAILABLE

Resource Aids, Cont.

EXAMPLES OF FEEDBACK MATERIALS

- > Parent Information Sheet Used to gather demographic descriptors (English and Spanish language versions included.)
- > Log Record of Daily Activity Used to keep track of activity -- includes qualitative observations and tallies of activity.
- > Parent Involvement at School Rating Scale Filled out by school staff who have regular contacts with parents.
- > Parent Ratings of Event -- The example provided is the scale given to parents at the conclusion of each discussion group. (English and Spanish language versions included.)

PARENT INFORMATION SHEET

Your name _____

Date _____

Student's name _____

Child's Grade ☐ K ☐ 1st ☐ 2nd ☐ 3rd

School _____

Your age _____

Your relationship to student: ☐ mother ☐ father ☐ other (specify) _____

Your Race and/or Ethnic Origin:

- | | |
|---|---|
| ☐ White (Not of Hispanic origin) | ☐ Black (Not of Hispanic origin) |
| ☐ Hispanic | ☐ Asian/Pacific Islander |
| ☐ American Indian/Alaskan native | ☐ Filipino |
| ☐ Other _____ | |

Has your child had any of the following early childhood experiences:

- ☐ School district Pre-kindergarten program
- ☐ Private pre-school
- ☐ Headstart
- ☐ Day-care center

Are there other children living in your household? ☐ Yes ☐ No

If Yes, ages of boys _____ and ages of girls _____

Are there other adults in your household?

☐ No ☐ Husband/Wife ☐ Grandparent(s) ☐ Other (specify) _____

Indicate the group that best fits your socioeconomic background and status.

- ☐ Major business or professional (e.g., executive, architect, lawyer, scientist, etc.)
- ☐ Technical, small business (e.g., managerial, technical, secretarial, etc.)
- ☐ Crafts, clerical, sales (e.g., Cashier, bank teller, clerical worker, baker, carpenter, postal worker, etc.)
- ☐ Semiskilled work (e.g., driver, delivery, file clerk, guard, housekeeper, machine operator, etc.)
- ☐ Unskilled work (e.g., laborer, busboy, gardener, usher, food server, etc.)

Comment

1) Reproductive Health

Various health problems originate from the fact that female has the reproductive ability. The first steps toward their solution will be for women to know more about themselves and to make choices on their own. This should form the basis to provide the necessary and accurate information and services as well as establish and improve the system.

Protecting their own health, which is one of the most familiar issues for women, will not be possible without self-reliance on the part of women. At the same time, the issue is common to all women in the world, which makes the point easily understood from the perspective of international cooperation.

2) Participation of women in development

The term 'WID' has become fashionable but it is often used without substance. This is because women are still the object and not the subject of development. To remedy the situation, education is needed to increase the number of women who are aware of the ideal pattern of development and the resources necessary to put it into practice.

3) International cooperation by Japan

The matters of international cooperation including WID need to be backed by the government policy for assistance. It is time for Japan, at last, to carry out international cooperation from women's perspective. It is hoped that the cooperation will be realized in Japan and developing countries.

Hiroko HASHIMOTO

Profile

Nationality: Japanese

Present Status: Social Affairs Officer, Social Development Division,
United Nations Economic and Social Commission
for Asia and the Pacific (ESCAP)

Work Experience:

April 1991- Social Affairs Officer, Social Development Division,
United Nations Economic and Social Commission
for Asia and the Pacific (ESCAP)

June 1986- Head of Information and International
April 1991 Exchange Division, NWEA

July 1981- Information Specialist, Information and International
May 1986 Exchange Division, NWEA

Publications:

1990 "Educational Information and Study for Women "
In Life-long Education for Women
Edited by Atsuko Shikuma, All Japan Social
Education Association

1990 "Information and Consultancy for Study"
In Social Pedagogy
Edited by Hideo Ikeda, Fukumura Publishing
Company.

1988 Information Network System for and on Women

in Japan. Proceedings of '88 Tokyo Symposium
on Women. Edited and issued by International
Group for the Study of Women.

- 1988 "Educational Information for Women towards
Year 2000" In Social Education Volume 43, No. 50
- 1987 "Information System for Women in Asian-Pacific
Region" In Educational Information for Women
No. 15

Comment

When I was assigned to Bangkok in April 1991, I was full of hope in the belief that I would try and expand the women's network for women and about women to Asia and Pacific. This was something I had been involved in in Japan and it seemed the most natural thing for me to do. Perhaps I was being too ambitious but I was aware that as more Japanese companies operated overseas they were creating problems. I dreamed that Japanese women would be on the side of Asian women to work together to improve their conditions and social status and somehow to contribute to the development of Asia along a more humane path. I wanted to do this professionally and personally.

A year and a half has passed. I cannot but feel that the Japanese exploitation and abuse of Asian women have worsened. To be sure, some Japanese women are involved in trying to be helpful through creating a "Women of Asia Group". Their number, however, is unfortunately too small.

There are numerous women's centers around Japan, but their activities, for the most part, have a different focus compared to those of women's relief centers in the developing countries which are plagued with enormous problems and few resources. Again, there are relief centers even in Japan such as the HELP--Home of Women which are actively promoting the cause of Asian women, but there are too few of these also.

At times I feel desperate that Japanese women will never truly understand the meaning of Women in Development unless we are somehow able to close the gap between us and Asian women in general. I am determined, however, to do the best I can by working with likeminded people.

Govind KELKAR

Profile

Nationality: Indian

Present Status: Coordinator, Gender and Development Studies,
Asian Institute of Technology (AIT)

Education:

1977 Ph.D. (Chinese Studies)
Department of Chinese and Japanese Studies
University of Delhi

Thesis Topic: Political Communications and Mass
Mobilization in the Shah-kan-Ning Border Region,
China 1937-1945.

1970-73 Directed Research
Department of History
The University of Michigan, Ann Arbor, U.S.A.

1970 M.A. (History of East Asia)
University of Michigan, U.S.A.

1968 Diploma in Chinese
University of Delhi.

1967 Certificate of Chinese
University of Delhi.

1960 Diploma in Foreign Affairs and Diplomacy
University of Lucknow, (First Position)

- | | |
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| 1959 | L.L.B.
University of Lucknow |
| 1957 | M.A. (Western History)
University of Lucknow |
| 1956 | Certificate of Proficiency in French
University of Lucknow |
| 1955 | B.A., University of Lucknow |

Work Experience:

- | | |
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| 1991 - present | Coordinator & Senior Research Scientist
Gender and Development Studies Unit
Human Settlements Development Division
Asian Institute of Technology, Bangkok |
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Activities:

Teaching and Research in Gender and Development,
Technology, Environment and Rural Development in Asia.

Ph.D. guidance

Developing the Gender and Development Studies Program

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| 1989-91 | Fellow, Centre for Contemporary Studies, Nehru
Memorial Museum and Library Teen Murti House,
New Delhi |
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| 1982-88 (on study leave 1986-88) | Senior Fellow, Centre for Women's Development
Studies, New Delhi |
|----------------------------------|---|

Publications:

Books:

- 1991 Gender and Tribe: Women Land and Forest in
Jharkhand (Co-author), Kali, New Delhi,
Zed Books, London 1992
- Gender and Land Rights in India and China
(Forthcoming Earthscan, London)
- 1991 Agrarian Movement and Transformation Caste,
Class and Gender in Bihar (Co-author) Kali, New
Delhi
- 1988 Women and Struggle (Co-author, New Delhi, Kali for
Women)
- 1979 China After Mao: A Report on Socialist Development
(Usha Publications, New Delhi)

Monographs and Occasional Papers:

- 1992 Syndicate Bank, A Case Study in Female
Employment and Credit Extension to Women
(Centre for Women's Development Studies)
- 1990 Women and the Land Question in China, Occasional
Papers on History and Society, Second Series, No.
XXX.
- 1989 A Study on Measures to Enhance the Contribution of
Non-Governmental Organizations to Social
Development, United Nations, Economic and Social
Commission for Asia and The Pacific, New York.
- 1989 Case Studies on Strengthening Cooperation
between Government and Non-Governmental

Agencies in the Delivery of Social Services for Women, United Nations, Economic and Social Commission for Asia and Pacific, New York.

- 1989 Peasant Movements and Women in Two Bihar Districts, Occasional Papers on Perspectives in Indian Development, Nehru Memorial Museum & Library, New Delhi, No. IX.
- 1989 Women and Rural Economic Reform in China, Occasional Papers on History and Society, Second Series, Nehru Memorial Museum and Library, New Delhi, No. XVII.

Awards/Honours:

- 1992 Deputy Secretary-General, Asian Peace Research Association.
- 1991 Shastri Indo-Canadian Institute Fellowship in the Field of 'Women and Development' to Lecture and Research in Universities in Canada.
- Nehru Memorial Museum and Library, New Delhi Fellowship to Work on Women's Role in Protest Movements and Struggles in 20th Century, Bihar and Uttar Pradesh.
- Indian Council of Social Science Research (ICSSR), New Delhi Post Doctoral Fellowship for Three Years to Work on Rural Women in Development: A Study of Indian and Chinese Experience (1980 June 1982).
- 1978 One month Visit to the People's Republic of China at

the Invitation of the Chinese People's Association for Friendship with Foreign Countries (Travel Grant By ICSSR).

- 1969-70 Fullbright-Hayes Fellowship for Further Studies in Chinese History and Chinese Language at the University of Michigan, U.S.A. (Also Orientation and Course Work at the University of Texas, Austin, USA).
- 1971-73 Teaching Fellowship, Centre for South and South-East Asia University of Michigan, Ann Arbor, U.S.A.
- 1972 Centre for Continuing Education of Women, The University of Michigan, U.S.A. (Tuition Scholarship for Ph.D. Studies).
- 1971 International Centre, the University of Michigan (Scholarship for Ph.D. Studies).

Comment

"A View on Cross-Cultural Understanding of the Women's Question"

My analysis of the women's question and its relationship with the women's movement at a regional/international level takes into account the following interrelated aspects.

First, any examination of the women's question must look for possible connections between the growth of women's movement and course of socio-economic change and its implications for the family and society. The gender relationship of dominance and subordination is a political relationship which derives its legitimacy from a traditional culture. It is possible to enunciate a thesis that historically relates socio-economic progress of a society with its role in an effective planning and progress of women's development.

Second, women do not constitute an isolated category. One has to observe and study them in socio-economic context in which they are placed, i.e. class; caste; religion, age and gender-oriented relations; the gender based division of labour; socio-cultural, religions practices that limit women's roles in the family and community; the increasing gender-based disparities and the growing process of violence, poverty and landlessness in the subsistence sector; and the increasing strength of mechanisms of exploitation that feed on and accentuate inequality related to class, caste and gender. We can no longer go on with a social research and action milieu where class, caste, race, ethnicity and gender issues are considered mutually exclusive. The class/caste/race/ethnicity framework of analysis and action has to be expanded and reformulated to include the dimension of gender and patriarchy. Patriarchy and the interplay of gender with social relationships and forces of production should inform our theory and practice.

Third, it is true that women do not constitute a class, caste, race or

community and tend to share most characteristics, interests and identities with their men, and not with women from other sections, in complex process of social, economic and political competition for power and resources. And, yet for women there is a universal experience of subordination and invisibility of their role, non-recognition and undervaluation of their work and internalization of their subaltern existence under patriarchal system. The feminist movement directly challenges the existing political, socio-economic structure and aims at achieving an equal place for women in it, in abolishing oppressive family structure, gender based division of labour which exclude women from the control of the means of production and political decision-making, promote their domesticity and assign them the sole responsibility for childcare and housework.

Fourth, there is close link between women's propertylessness/resourcelessness and gender-specific violence. The family constitutes both the ideological and material ground for the structure of dependence and gender difference that strengthen the patterns of inequality and women's oppression. I have argued it elsewhere that the dowry related witch hunt in India stems from women's subordination in the structure of material production the organization of marriage and family and the gender based division of labour; these create gender-specific personalities men tend to value their role as the principal one in the national economy and "bread winners" and supporters of the family while women are excessively undervalued for their dependence, ignorance of outside world and preoccupation with children. The ideology of subordination is required by the material structure of production. Women are subordinate to men and thereby dependent too, because men may own land and property, while women by and large do not. Customary practices preclude women from inheriting land as daughters, except in the absence of male heirs. Thus women's dependence on men is reproduced ideologically and also through the material, social relations in which men and women are differentially engaged.

Finally, a women-centered development perspective sets itself the task of developing a better set of answers to these problems than a social analysis tradition has been able to offer. There is certainly an attempt to reach into the experiences of fifty per cent of unconsidered, marginalized population, namely women, and which is not opposed to any practical or theoretical considerations about class/caste/ethnicity/race power structures, foreign domination and control of national economics leading to the development of perverse sectors like sex tourism, commoditization of human beings. A women-centered development perspective condemns the ideology of patriarchy and provides support to the women's movement, in the sense of women's struggle against domesticity, material exploitation, and oppression in society.

Thanh-Dam TRUONG

Profile

Nationality: Naturalized Dutch citizen

Present Status: Senior Lecturer, Women and Development
Programme, Institute of Social Studies (ISS)

Education:

- 1988 University of Amsterdam (Netherlands)
Doctor of Philosophy, Social, Cultural and Political
Sciences
- 1982 - 1984 University of Leiden (Netherlands)
Master of Arts in Political Science
- 1976 - 1977 Institute of Social Studies (Netherlands)
Post-Graduate Diploma in International Relations
and Development Studies
- 1968 - 1973 Ohio University (USA)
Bachelor of Science in Communications
(Journalism, Radio and Television)
Master of Arts in International Relations
- 1961 - 1968 Lycee Marie-Curie, Saigon Viet-Nam
Baccalaureat Deuxieme Partie
Serie Philosophie et Lettres

Work Experience:

- 1983 - present Senior Lecturer in Women and Development
Studies, Institute of Social Studies, The
Hague Netherlands.
- 1980 - 1983 Project Officer, Institute of Social Studies

	Advisory Service.
1978 - 1980	Documentalist, Institute of Social Studies
1974 - 1976	Junior Programme Officer United Nations Development Programme Ouagadougou, Burkina Faso
1973 - 1974	Consultant to UNICEF and UNDP as press officer, New York
1973	Tokyo and Osaka English and French teacher at various foreign languages institutes.
1971	Westinghouse Broadcasting Company, Paris

Publications:

1983	'The dynamics of sex tourism' Development and Change, October 1983 Reprint in Tourism and Development in the Third World - A Reader, Peter Lange, Berne 1988.
1983	The changing technical cooperation requirements of developing countries in collaboration with A. Dolman, The Hague, ISSAS.
1984	Development Strategies in the 1980's: Policies and Options in collaboration with A. Dolman, UNDP/ISSAS, The Hague.
1984	Social consciousness and the Vietnamese women's movement in the 20th Century, ISS Working Paper Series on Women's History.
1986	Vice, Virtue, Order, Health and Money: Towards a comprehensive perspective on prostitution in Asia, Economic and Social Commission for Asia and the Pacific, Bangkok Reprint in Economic Papers, Central School of Planning and Statistics, Research Institute for

- 1989 Developing Countries, Warsaw, 1989.
Feminist Studies in International Education:
The case of the Women and Development
Programme at the Institute of Social Studies,
Proceedings of the International Seminar on
Women's Studies, Held between November
23 to 26, 1989, National Women's Education
Centre, Saitama, Japan.
- 1990 Sex, Money and Morality: Prostitution and
Tourism in South East Asia, Zed Press,
London. Translated version in Japanese and
Bahasa Indonesian (forthcoming - expected
in December 1992).

Comment

In my presentation I wish to address the conceptual and practical problems related to human development as a theme. I shall show that there are two main perspectives, the former deals with the material side of human life and the latter with the subjective and cultural side. I shall emphasize the necessity to bring the two perspectives together, and the cruciality of inter-cultural exchange as a form of dialogue which can enrich the perspectives of all who take part. We are bound together as humans, but we are fragmented by the world in which we live, a world which we have created. If it had been possible for humans to create these fragmentations, it must be humanly possible us to find back our common bond.

How I became connected with women and development as a field.

I first became connected to the field of women and development since 1973 when I was a consultant to UNDP with the task to find out what the UN system has done or not done for women at the level of projects. This was a very little task within all the preparatory activities for the International Women's Year in 1975. Though a small task, it has taught me a great lesson about development and women. It has provided me the inspiration to continue further in this area as an academic discipline. Through women's studies, I have learnt about the limits of science and the need to re-examine what I do, what I think and what I advocate.

In my daily work, I often think about how cold and fragmented I must be as a social scientist. I deal with the lives of people, of women in particular. I try to construct new knowledge about them but I will never 'know' them entirely. They appear as numbers or as 'cases' in my written work. My work is like taking photographs to show what it is like to be poor and to be women in a developing countries. The angle of the photograph is chosen by myself, not by the women in the picture. In

many ways, my work is one-dimensional, and the impacts that it make must be limited. In caring for my child, I don't have the feelings. He is part of me, and the work is never ending. When he is sick, I feel the pain, when he is joyful, I feel the joy. When I am careless, he bears the immediate consequences, and I the immediate guilt. There is a kind of continuity in the care for my child which I find absent in my work which I also love. I often ask how the love for my child could be transposed to my work.

Yumiko TANAKA

Profile

Nationality: Japanese

Present Status: Development specialist, Institute for International Cooperation, Japan International Cooperation Agency (JICA)

Education: Master's degree in economics
University of Manchester, England

Work Experience:

United Nations Industrial Development Organization
(UNIDO), Thai Office

Social Affairs Officer for the WID section of the Social
Development Division,
United Nations Economic and Social Commission for Asia
and the Pacific

Taskforce on the Study Group on Women in Development,
JICA

Engaged in policy proposals concerning WID in twenty Asian and Pacific countries, design and implementation of development projects, holding of international specialists conference, study and investigation on women's advances into economy, creation of Women's Information Network for Asia and the Pacific.

Participated in Commission on the Status of Women and United Nations Decade for Women Conference, Nairobi as a representative of ESCAP.

Engaged in various activities such as investigations of WID projects (Ghana, Niger, Bolivia, Honduras, Thailand, Nepal), establishment of guideline for WID and setting up WID training course and specialists course in order to integrate the perspective of WID into ODA.

Working on the study and investigation on the themes such as "development of villages and agriculture", "social forestry and WID" and "international comparison for gender analysis".

Comment

Japan's Official Development Assistance (ODA) was \$10.951 billion in 1991 recording again the highest in the world as in 1989. It translates to approximately 10,000 yen per annum per capita. Whether we feel this is too much or too little may well depend on the contents of official development assistance. Citizens who are skeptical of the way ODA is given today are probably greatly effected by what they learn through media. Media of course reports that Japan's assistance is centred on material goods with little love in it; that it does not easily reach the poor in the developing countries and that it is influenced to a large extent by bureaucratic turf.

One could think of reasons why this is so, or at least seen to be so. For one thing an average citizen does not easily have access to information on ODA, Japan's or others' for that matter. He may be fortunate to have access but information is apt to be fragmented, complex and difficult to judge its authenticity. There are very little organizations that provide fair information from the point of view of the citizen. All these combined give an average citizen very little to go by in the matter of ODA. Japan does not have a non-governmental organization (NGO) such as Britain's OXFAM.

It is also difficult to follow the qualitative change of the Japanese ODA from the outside. Since the 1991 WID report was compiled for the purpose of qualitative improvement of the ODA, Japan's aid implementing agencies have been making positive changes. However, there is hardly any place where citizens can regularly receive information or participate in discussion. While there is continuous research on poverty, environment, education and population to improve the quality of ODA or analysis on whether there has been citizen's participation or what social impact ODA program had will take time before they are reflected in the projects. More time will be needed before changes are reflected in numbers.

These various aspects of ODA will be addressed at the seminar. It is hoped that future ODA will have increased participation of citizens by adopting a WID approach. It is hoped also that the seminar will provide the opportunity for frank discussion to focus not just the aid giving mechanism of donor countries but on social systems of developing countries as well, with the object to deepen the understanding how the future ODA should be and how citizens should be concerned with it.

Terumasa AKIO

Profile

Nationality: Japanese

Present Status: Executive Director,
Minsai Center

Founded "Minsai Center" and "Exchange : Japan" in Tokyo in 1988. Founded an American public corporation, "Exchange : Japan" in America and a Thai foundation, "The Education for Development Foundation". As the president of both organizations, implemented international exchange activities in industrialized and developing countries.

Activities for developing countries:

"E.D.F. (The Education for Development Fund's Scholarships)"

To provide scholarships to junior high-school students in north-eastern part of Thailand. Provided about 12,000 scholarships in fiscal year 1992.

Activities in industrialized countries:

"Educational Exchange Program"

Popularization of Japanese language study. Set up Japanese language courses in 4-year universities in America and Canada and sent instructors. Instructors are exempted from tuition and dormitory expense and earn master's degree or second bachelor's degree through this exchange program. Sent instructors to Japanese language courses in 112 universities in five years up to fiscal year 1992.

Domestic activities:

International campaign for local revitalization

Opening of summer courses on Japanese language and culture for university students from North America.

Introduce assistance to Thailand provided by local authorities.

Comment

* Women and International Understanding

Two thirds of the EEP participants are women. They try their best to live up to the expectations placed on them. They go to universities earmarked for them and find employment in companies according to what is expected of them. After two to three years, they begin to ask whether this is all.

Many women say they would like to earn masters degree in International Relations or Women's Studies. Their instinct is probably right, but have they really given this enough thought? Having travelled on tracks prepared for them since childhood, perhaps this is their way of searching their own identity through greater "international understanding".

* Women and International Cooperation

The manager and most of the staff in our Thai office are women. The limited operating budget does not allow the office to employ a large staff. During a most busy period one of the staff had a child. I was afraid that the operation will suffer and I must confess to my shame that I asked the manager to encourage the mother to resign. To her great credit the manager refused and helped the mother cope with both child-rearing and work.

It is wonderful that in Japan increasing number of women are choosing to work for development organizations, working with women in developing societies to address the pressing issue of women in development from women's perspective.

* A True Development

Urban problems in developing societies have certain similarities. For example, environmental destruction, traffic congestion and squatter problems in Bangkok etc. are really a rural problem. Only rural

development will check the outflow of people into cities.

Japan's local and municipal governments have a wealth of experience and knowhow in regional development. Participation of Japan's local and municipal governments in development cooperation will be useful in supporting the local autonomy of developing societies.

It is at the municipal level that average Japanese feel comfortable enough to participate in a meaningful way. It is also here that the door will be opened for Japanese housewives to participate.

[MEMO]

III. Resume
of the Presentations

[Case Session]

'From the Field - Women in Development'

1. MAKING WOMEN COUNT

Margaret SHIELDS
Director, United Nations
International Research and
Training Institute for the
Advancement of Women
(INSTRAW)

Different roles for men and women based on their distinct biological functions have been a feature of human life since time immemorial. When life was short and the survival of the species uncertain, it was vital for women to be enabled to stay close to their young, while men, who had a less demanding role in the perpetuation of life, could range further afield.

As more complex forms of social organization evolved the underlying differentiation of gender roles continued with remarkable consistency across cultures. Regardless of the extent of shared activity in horticulture, petty trading, cottage industry etc. it was women who were almost invariably responsible for the protection of the home and nurturing functions and men who took the greater risks of dealing with the outside world. While men managed the external world women were the undisputed managers of the domestic sphere.

The question of different values being placed on activity in each sphere was not at issue. In fact the complementarity of this role differentiation is a feature of many of the great religions, for example the concepts of yin and yang in Bhuddism.

With the development of industrial capitalism and the spread of the cash economy, international trade and communications, things started to change. Improved medical technologies and engineering brought the possibility of vastly increased life expectancy and a reduced period of child-bearing and child-rearing. These factors also lead to the development of wage structures that rewarded activities outside the house but left women contributing their labours on an unpaid basis in return for the continued protection of a male figure.

As economic power has become increasingly important, both within countries and internationally the inequality between women and men has become more apparent. Moreover while work in the paid labour force has monetary value and is counted as a contribution to national economies work at home, in the informal sector or in subsistence agriculture generally remains uncounted and therefore, to a large extent invisible.

This would not matter if the importance of women's unpaid contribution to general social well being was recognized and supported. This is unfortunately not the case. Because women's contribution to productive activity goes largely unnoticed efforts to improve the performance of national economies, especially in developing countries are generally directed towards men. For example despite the fact that women in Sub-Saharan Africa are responsible for more than 80 percent of food production for home consumption less than one percent of agricultural extension workers are women and only 2-10 percent of the work done by agricultural extension workers is with women. Yet if one wishes to make a substantial contribution to productivity it makes sense to consider with those who are doing most of the work.

Similarly, the work that women are able to do in the paid work force and in informal activity is often limited by their domestic conditions. The provision of accessible safe water can naturally assist women in their ability to earn income by not only freeing them from the arduous work of carrying water but also reducing the risk of diarrheal diseases and the additional family care that this requires.

Without accurate figures on the relative work loads of men and women and the types of productive activity, engaged in it is difficult to plan development activity or to demonstrate the strong interdependence between paid and unpaid work.

At the 1975 International Women's Conference and again in 1985 at the United Nations Women's Conference in Nairobi the importance of developing accurate and comparable measures of unpaid as well as paid work and including these measures in national accounting systems was recognized. INSTRAW in conjunction with a number of other U.N.

agencies is now working on this problems. The primary use of data from such activity is economic but there are many applications and the particular forms of time use surveys will vary from country to country.

However, regardless of the venue of time use surveys the results are likely to be consistent with preliminary case studies that have already been done. They show that throughout the world women, on average, work longer hours, under worse conditions than men. It is to be hoped that the development of robust statistical techniques for measuring the extent and nature of total productive activity will lead to a recognition of the importance of women's contribution to national economies, greater consideration of the need to include women in decision making relating to the improvement of their working conditions and improved levels of living for all.

2. MAKING WOMEN VISIBLE IN DEVELOPMENT: THE ROLE OF DAWN

Ms. Peggy Antrobus
General Co-ordinator
Development Alternative with
Women for a New Era (DAWN)

Among the chief achievements of the UN Decade for Women (1975-85) were

- (a) the deepening of understanding of issues relating to the linkages between women, gender and development; and
- (b) the formation of networks of women at local, national, regional and international levels working on these issues.

One of these networks is that of DAWN - a network of Third World women, researchers, activists, policy makers and communicators, promoting "Development Alternatives with Women for a New Era". The formation of DAWN would not have been possible without the Decade: the opportunities to meet, share experience and research findings, discuss issues and strategies - all helped to build the relationships of mutual trust and respect which enabled this network to be formed on the eve of the End-of-Decade meetings in Nairobi, and to produce a platform document Development, Crises and Alternative Visions: Third World Women's Perspectives as a basis for a series of Workshops at the NGO Forum.

The response to the Workshops, and to DAWN's critique (a Third World feminist critique) of the 'growth' model of development, with an analysis of the inter-locking crises of debt, deteriorating social services, food insecurity, environmental degradation, militarism, religious fundamentalism and political conservatism, was overwhelming. Women were obviously seeking an alternative analysis to the one that informed much of the thinking and planning of the Decade. As a result,

the DAWN project was launched, and a secretariat established in Rio. It was understood that the Secretariat would move to different region in the South every few years, and in 1990 it moved to the offices of the Women and Development Unit (WAND) within the framework of the School of Continuing Studies of the University of the West Indies, the institutional base of the new General-Coordinator.

DAWN's chief purpose is to formulate an analysis of key development issues from the perspective of poor women living in the 'Economic South'. The characteristics of this analysis are as follows:

- * It is from the perspective of poor women;
- * It attempts to reflect regional diversity;
- * It is holistic i.e. it tries to address the social, cultural, economic and political dimensions of the problem;
- * It seeks to link experience of women at the micro-level of the household, or grassroots, to the macro-economic and structural factors which impact on this experience;
- * It is political: it is critical and takes a position for change;
- * It is feminist: rejecting dichotomies of public and private, household and economy, social and economic, production and reproduction; and seeks to validate all of women's work, especially women's unpaid work in the household and in subsistence agriculture.

Following the Nairobi meetings, DAWN's research themes were
(a) the impact of the debt, food and energy crises on women, and
(b) women's visions and organizations.

At the Inter-regional Meeting in Rio in May 1990 the themes selected for the period 1991-95 were

- (a) Environment, (b) Reproductive Rights and Population, and
(c) Alternative Economic Frameworks.

Although each is targetted for one of the major international conferences scheduled for the next few years - Environment (1992), Population (1994) and Women (1995) - the links between each will be explored and highlighted.

This is clearly demonstrated by the analysis on Environment and Development: Grassroots Woman's Perspectives, prepared for the Global Forum held to parallel the Earth Summit in Rio, June 1992. An analysis of environment from the perspective of poor women inevitably starts with their concern for people's well-being, with their health and livelihoods. An analysis of the conditions under which these are secured points to the internationally-influenced macro-economic policies of structural adjustment. An analysis of these policies shows that they reflect an ideology, and patterns of trade and industry based on militarism, consumerism and debt, which are detrimental to the natural environment, as well as to the social/human environment.

For the 1995 Conference, DAWN expects to work toward a joint platform with networks of women from the North.

3. JAPANESE WOMEN IN RURAL AREAS AND ACTIVITIES FOR HOME LIVING IMPROVEMENT

Hiroko TABE
Senior Training Officer,
Home-Living Technique
Training Institute,
Ministry of Agriculture,
Forestry and Fisheries

I. Inauguration of activities for home living improvement

Activities for home living improvement before operations for
dissemination

Inauguration of operations for dissemination and establishment of
home living improvement department

Theories of activities for home living improvement

2. History of activities for home living improvement and women in agricultural, mountain and fishing villages

1945~ Improvement of cooking stoves and household
management.

Activities of Home Living Improvement Group.

1955~ Short-term goal for home living improvement at
farmhouses.

Experiments and research on home living improvement.

Inauguration of Society for the Study of Home Living
Improvement in Agricultural, Mountain and Fishing Areas.

Establishment of Technical House for Home Living
Improvement.

1965~ Introduction of special projects for home living
improvement.

Health problems of farmers and better environment.

1975~ Integrated activities on agricultural and home living improvement.

Introduction of measures dealing with women in agricultural and fishing areas, improvement of local people's eating habits and promotion of international exchange for home living improvement.

Establishment of Comprehensive Research Center for Life in Agricultural Villages.

1985~ Improvement of women's social role in farming areas and enactment of the Day of Women in Agricultural, Mountain and Fishing Villages.

3. Future activities for home living improvement

1992

New women in agricultural, mountain, and fishing villages; towards 2001. Report of the informal gathering to discuss medium and long-term visions concerning women in agricultural, mountain and fishing villages.

Establishing appropriate life style in agricultural, mountain and fishing villages and economic independence of women.

Developing women's potential to cultivate leaders of tomorrow's women.

4. ADOLESCENT HEALTH AND WOMEN IN CENTRAL AND SOUTH AMERICA

Ms. Kiyoko IKEGAMI
Programme Officer
Japanese Organization for
International Cooperation in
Family Planning, Inc. (JOICFP)

In the past few years, the rise in unwanted pregnancies among teenagers has become a social problem in Central and South Americas. This may be attributed to the insufficiency of information available and inadequate services provided on adolescent health and the shortage of materials targeted on adolescent youth.

Let me mention the background to this social problem. Unwanted pregnancies have compelled teenage girls to leave their schools, quit their jobs or bring up their child on their own after their partner has left them. The government and private groups have been working on ways to deal with this problem. In developing countries, however, it is difficult to provide financial assistance as part of social security as is done in the United States. This directs the measures toward preventing unwanted teenage pregnancies through enlightenment and education.

In the cultural background of male predominancy or machismo, the important approaches will be to bring up women's consciousness so that they will have more knowledge about and control over their own body, to improve the communication between partners to better understand each other, and to enable women in teenage years to plan their life ahead.

Together with the United National Population Fund (UNFPA), the JOICFP has produced teaching aids in adolescent health for use in Central and South Americas based on the idea of reproductive health as

outlined above. Activities in Mexico and other regions of Central and South Americas are introduced as a case study. It will include our attempts at developing teaching aids (animation) and responses at the time of their use.

5. UNESCAP and Women in Development

Hiroko Hashimoto
Social Affairs Officer,
Social Development Division
United Nations Economic and
Social Commission for Asia
and the Pacific (ESCAP)

I. ESCAP activities concerning women in development

1. Activities concerning women in development section in
Social Development Division
WINAP (Women's Information Network in Asia and Pacific)
Integration of women's concerns into development planning
Promotion of legal literacy among women
Violence against women, prevention of prostitution
2. Progress of women in development programmes in other
divisions and the difficulty of integrating women's points of
view in programmes
3. Collaboration with programmes concerning women in
development in other UN special agencies and
governmental agencies in Asia and Pacific region

II. Fourth World Conference on Women and 1994 Regional Ministerial Conference on Women in Development

1. Fourth World Conference on Women (4-15 September, 1995,
Beijing) and Women's Forum
2. 1994 Regional Ministerial Conference on Women in
Development (May, 1994, Djakarta)
Agenda, schedule, reflection of opinions of NGO (regional
NGO workshop)

[MEMO]

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[Symposium]

'Let Us Join Our Hands
- towards Human-Oriented
Global Community'

6. EMPOWERING WOMEN:
THE QUESTIONS OF GENDER AND CLASS IN WOMEN'S
EFFECTIVE ACCESS TO LAND / PROPERTY

Govind KELKAR
Coordinator
Gender and Development
Studies Asian Institute of
Technology (AIT)

Since the renewal of the women's movement in the seventies, it has been increasingly debated and resolved that the women's subordination and construction of the patriarchal gender system can be combatted only if a fundamental change is made in the existing propertylessness and resourcelessness of women. That the women's independent right to land and to control of resources (produced by a combination of land and labour) are integrally linked with the measures for change in the ideology and structures of patriarchy within the family and social relations. The poor peasant, agricultural labourer, Dalit and tribal women have repeatedly emphasized the need for measures that would enable women to have inalienable rights to land, property and inheritance and the existing wage system is rectified where women workers are lower paid than men. The purpose of my presentation is to examine a complex set of socio-political issues concerning women's access to land/economic resources, and to expand the scope for participatory initiatives in strategies related to women's development through determination of a historical, political process of people's movement and policy formulation with regard to extension of familial, social equality and economic independence to women in rural Asia.

The theoretical framework of the presentation takes into account the specific political and ideological oppression of women and its links with the male control and inheritance of productive resources in connection with either land or factory production. Like the sexual division of labour, the sexual division of private property is regarded as natural

and therefore not to be questioned. A woman's relation to productive property/land is always mediated through her relation to her husband, father or brother, precisely her existence in the household where her husband is the head or in the natal family where the father or brother plays such a role.

I have argued it elsewhere that the dowry related witch-hunt in India stems from women's subordination in the structure of material production, the organization of marriage and family and the sexual division of labour; these create gender-specific personalities - men tend to value their role as the principal one in the national economy and bread winners' and supporters of the family while women are excessively undervalued for their dependence, ignorance of outside world and preoccupation with children. The ideology of subordination is required by the material structure of production. Women are subordinate to men (and thereby dependent too) because men may own land and hold tenancies, while women by and large do not. Customary practices preclude women from inheriting land as daughters, except in the absence of male heirs. This is wrongly justified that women receive their share of patrimony at the time of marriage in the form of dowry.

What is important to note is that the family constitutes both the ideological and material ground for the structures of dependence and gender difference that strengthen the patterns of inequality and women's oppression. Women's dependence on men is reproduced not only ideologically but also by the economic relations in which men and women are differentially involved in wage labour and the class structure.

Interestingly, although Marx saw production and reproduction as a unified process, the Marxian practices did not raise even a relationship to be posed between the two, likewise the relationship between class and women's subordination, or the question of the domestic enslavement of women. The mass movements and social action groups, like Marxist scholarship, have not hesitated to use the criterion of marriage in

determining women's class position. While it is true that marriage does give women access to marital resources, this is not the same as having a direct relationship to the means of production. For women, class is mediated through their sexual ties and related services to men. If such sexual ties are broken and related services withdrawn, women no longer enjoy access to material resources. Class analysis in India or in Asia has not included the mediated class position of women.

Poor peasant women of the people's movements in Bihar in northern India have demanded their independent rights to agricultural land, changes in the gender division of socio-political work (invariably the preserve of men) and the sharing of housework and child care. Poor peasant women demanded their land rights, "We were there in harvesting the fields. We were there in carrying plough---. We fought for our rights and actively participated in the land struggle. Why, when the land is distributed, do we not get our independent rights to land" (the meeting in Village Basuhari, 3 September 1990). These women critically questioned the existing sexual division of work in politics and the present-day responsibility of the "wholetimers" (fully engaged in political work) in only maintaining themselves and putting the entire burden of the household on the wife. The women grudged that their husbands did politics at the expense of wives and as a corrective measure suggested that a whole-timer should 1) share equally and fully the responsibilities and burden of work and child care; 2) participate in agricultural work or other production in order to support himself as well as the dependents of the family; and 3) participate in political work and make full efforts of help women in the family, e.g. wife, sister, mother, daughter to actively participate in mass organization/political work. Seemingly, only then would it be possible for women to accept ungrudgingly and support the husbands organizational, political work and for the women themselves to participate in the political process of social transformation.

7. HUMAN-ORIENTED DEVELOPMENT: THEORETICAL AND PRACTICAL ISSUES

Dr. Thanh-Dam TRUONG
Senior Lecturer, Women and
Development Programme,
Institute of Social Studies (ISS)

This paper takes up the theme 'human-oriented development' and discusses its theoretical assumptions and practical implications. Two main approaches will be delineated and analyzed. They include: 1) the human development approach advocated by multilateral development institutions such as UNICEF and UNDP, and 2) the sustainable development approach which tries to make a connection between women and the environment in the development process. It will be argued that the emergence of these new lines of thinking and action marks the beginning of a new era with many potentials for change. To fully allow these potentials to be developed, fundamental social relations must be addressed namely, the relation between man and women, the relation between women, the relation between the state and civil society, the relation between North and South. Several practical implications will be highlighted and discussed.

8. TACKLING ODA FROM WOMEN'S VIEWPOINT

Yumiko TANAKA

Development Specialist

Institute for International Cooperation,

Japan International Cooperation

Agency (JICA)

I. Japan's ODA: Present and Future

1. Its structure
2. Its achievements
3. Its future issues

II. WID related projects at JICA

1. Basic objectives
(based on the report by field of the Study Group on Women in Development)
2. Outline of WID projects
(WID check list, study and investigation, project excavating investigation, training course, international seminar, public relations activity, etc.)
3. WID and its implementation
4. Future issues

III. Towards WID-integration

1. Participatory development and WID perspective
2. WID analysis in development
(gender analysis, social effect analysis, etc.)

9. WOMEN IN DEVELOPMENT (RESUME)

Terumasa AKIO
Executive Director
Minsai Center

- Tears of a thirteen year old girl

A Thai student I knew in Japan took me to his hometown which was in the northeastern region of Thailand. I established a 410,000 yen scholarship for the benefit of foreign students. It was a small private gesture and I had no intention of expanding it.

Half a year later, I visited forty-one children. Interview took place in a school master's room. Little boys did their best not to cry. With tears little girls poured out their hearts for their friends:

"I was fortunate to receive the scholarship. I do not have to work away from home. I can now live with my parents and study in middle high school. But many of my friends do not have scholarships and they..... Please help them.."

Children have no choice about their nationality or social system; they cannot choose their sex nor their state of poverty or richness. I decided to do what I could to expand the scholarship.

- Pregnant mother who must sell her daughter

"Your scholarship has saved my daughter. I do not have to sell her." As the woman spoke she was pregnant with yet another child. It would probably be very difficult to teach her family planning.

A girl of thirteen today, who is in her first year of junior high school, will surely be a mother in ten or less years. She can be taught. Education is the best escape from poverty.

- Spirit of self-help

Countries of the south ask for development assistance to

purchase hardware side of development. And the countries in the north respond. As a result there are floods of "assistance". I was asked by a village elder to build a dam. I kindly refused. Instead I decided to help educate young people of the village in the belief that it will be far better for that village if their own educated children decided to build the dam at their own initiative, efforts and resources.

* LGO, NGO and Women

Official Development Assistance is beyond average citizens and women. But "development assistance" implemented by our own village and town is not. It is time for local governmental organizations (LGOs) and non-governmental organizations (NGOs) in Japan to collaborate in supporting the same village in countries of the south. It is time for Japanese farm women to talk to Thai farm women. They shared their village festivals, washing, cooking and about their husbands. It is from these exchanges on common topics that changes are encouraged and made for the better.

[MEMO]

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